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ABSTRACT

Presented in written form are nine workshops given at the 1980 Institute on Innovations in Camping and Outdoor Education With Persons Who Are Disabled held at Bradford Woods, Indiana. Topics of presentations include: an overview of efforts in outdoor education for the disabled; a description of the Sunrise Model, a curriculum for outdoor education and outdoor therapy; Vinland National Center's promotion of health sports for the disabled; canoeing and kayaking for the physically disabled; results of an evaluative research study pertaining to 2-week vs. 6-week camping for handicapped boys; experiences of accessibility when temporarily "handicapped"; development of model camps responsive to individual needs of special children; special education in the out-of-doors; and a description of the Handicapped Unbound Program for the severely and profoundly mentally retarded adults in Coolidge, Arizona. An evalution of the conference concludes the proceedings. (ERB)

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THE BRADFORD PAPERS

Proceedings from the 1980 Institute on Innovations in Camping and Outdoor Education with Persons Who are Disabled

Volume I by
Gary M. Robb

Indiana University

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Proceedings from the 1980 Institute on Innovations in Camping and Outdoor Education with Persons Who are Disabled

Edited by
Gary M. Robb
Director of Bradford Woods
Department of Recreation and Park Administration Assistant Professor
School of Health, Physical Education and Recreation
Indiana University
Bloomington, Indiana

Sponsored by
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Outdoor Education, Recreation and Camping Center
Martinsville, Indiana
Department of Recreation and Park Administration, School of HPER
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BRADFORD WOODS

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Foreword

Outdoor education and camping programs with persons who are disabled are rapidly becoming recognized as programs with much educational, rehabilitation and interpersonal growth value. While such programs are not new, techniques, concepts and opportunities have greatly improved over the past few years. In recent years both government and the private sector have demonstrated interest and provided support for the advancement of outdoor-oriented programs with disabled persons. The U.S. Department of Education, Office of Special Education has recently provided training and research funds to Camp Allen, Inc. (New Hampshire), and the University of Kentucky and Portland State University (Oregon), to name a few. Private foundations and associations such as the James Whitcomb Riley Memorial Association (Indiana), the Mott Foundation (Michigan) and the Harrington, Hyams, Permanent Charity and Hyden Trusts (Massachusetts) have demonstrated enthusiasm and commitment to the advancement of camping and outdoor education.

The first annual Institute on Innovations in Camping and Outdoor Education With Persons Who Are Disabled was held at Indiana University's Outdoor Education, Recreation and Camping Center located at Bradford Woods, Martinsville, Indiana in May of 1980. The purpose of the institute was to highlight new and innovative developments in the field and to provide introductory training opportunities for personnel working in outdoor settings.

The Bradford Papers publication is an attempt to capsulate in written form some of the exciting and action-oriented presentations conducted at the Institute. The reader should be aware that some presentations were not easily translated into written form, but were none the less informative and stimulating. We hope that *The Bradford Papers* will stimulate readers to include many new ideas and concepts in their work, and also provide an impetus for further training and future involvement at the annual Institute on Innovations in Camping and Outdoor Education With Persons Who Are Disabled, at Bradford Woods.

Gary M. Robb
Editor

INNOVATIONS FOR THE FUTURE: WHERE HAVE WE COME FROM AND WHERE ARE WE GOING?

REYNOLD E. CARLSON
PROFESSOR EMERITUS OF RECREATION
INDIANA UNIVERSITY, BLOOMINGTON, INDIANA

The Institute on Innovations in Camping and Outdoor Education With The Handicapped brought together-for the first time, as far as I know-people with competence and expertise to move programs for special populations into a new level of accomplishment. It is high time that this topic receives the consideration it deserves.

Individuals with disabilities have needs similar to those of all people. Opportunities for outdoor experiences have often been denied to them. By concerted effort and better understanding, new worlds of enriched living may be opened to people with special needs.

Where shall we begin a discussion of the backgrounds of camping and outdoor education? To primitive peoples camping was a way of life. They lived outdoors, dependent upon the natural environment for food, shelter, and the amenities of life. Even their religious beliefs were rooted in the world of nature.

Outdoor education is based on the concept of learning through direct experience in the outdoors--not only seeing and hearing and smelling and tasting, but also using the resources of the environment both for survival and for the satisfactions and pleasures beyond mere survival. Camping and outdoor education in this context are as old as the human race.

When we look at organized camping and outdoor education in light of their contributions to the enhancement of living, to social improvement, and to the very survival of our people in an industrialized world, we realize that we are involved in an educational and social movement of considerable significance

In its broadest definition, outdoor education includes many kinds of programs, and there are differences of opinion as to how broad the definition should be. Some would include the learning of skills that must be carried on outdoors. There are also many programs that are not designated by the term outdoor education but nevertheless involve experiences that are outdoor-or resource-related. The following will focus on some of the programs that have been and still are generally labeled as outdoor education.

In the late 1800's and early 1900's, serious concern about America's natural resources began to grow. The westward movement of the pioneers had ended and the filling in of the continent had begun. The buffalo had disappeared as a wild animal; forests were being leveled; soil erosion and water pollution were serious. Men like Gifford Pinchot, Theodore Roosevelt, and Hugh Bennett rallied public action toward conservation. Federal and state agencies directed toward forestry, wildlife, soil and park conservation were established. Many people were convinced that public education

was essential to the success of conservation ventures; and public agencies and voluntary organizations began conservation education programs. A Conservation Education Association was organized and began efforts to include in high school and college curricula, and to some extent in the elementary schools, instruction in the management and wise use of resources. Some of this instruction took place outdoors and publications, field schools, and field trips were important parts of the program. Many of our college and university field schools date their origins to these early beginings. Agassiz is often quoted for his statement, "study nature, not books." In 1873 he conducted the Anderson School of Natural History under the auspices of Harvard University.

Efforts to provide gardening instruction and experiences for school children began early in the twentieth century. Brooklyn and Boston were among the first to establish extensive programs that included tract gardens and home gardens. Although the programs were concerned chiefly with vegetable and flower growing, there were in many cases auxiliary programs of getting acquainted with the natural environment. The city of Cleveland has developed one of the most extensive school programs. Bloomington, Indiana schools, in cooperation with Indiana University's botany department, has a vital garden program for children. Like the groups concerned with conservation, those concerned with school gardens formed a national society--the School Garden Association.

The Nature Study movement in public schools is usually associated with Cornell University and Dr. Liberty Hyde Bailey, professor of botany, under whose auspices Junior Naturalists Clubs were organized in the schools in 1896. Leaflets were published monthly for these clubs. These leaflets later became known as the Rural School Leaflets and were widely distributed not only in New York State but throughout the country. Cornell also began a training program for teachers that expanded throughout the nation. Many of these programs were outdoor related and involved field trips, studies of farm problems, and gardening.

Dr. William G. Vinal (Cap'n Bill) was active in the Nature Study movement. Through his relationship with the National Recreation Association, he coined the term nature recreation. Dr. Vinal was a stimulating teacher. He did little lecturing but preferred to encourage his students to use their senses, examine, analyze, and speculate--a Socratic method that was frustrating at first to students who were used to having information spoon-fed to them.

The promoters of the Nature Study movement always contended that success depended upon the quality of teaching. Teachers who could help children learn through direct environmental experiences seemed to be most successful. The term ecology was seldom used but a great deal of attention was given to interrelationships in the natural world, described with such terms as "the balance of nature" and the "web of life." Although the term nature study has, in recent years, been somewhat scorned, any careful examination of this movement would show that from it sprang the origins of many of today's successful programs in outdoor teaching and interpretation.

Interpretive programs for the public began in the early 1900's in our parks. The first of our national parks, Yellowstone, had been established in 1872. As the number of parks increased and the numbers of visitors clamored for entertainment, hotels and resorts began to offer campfire programs including stories about bears and other park wildlife. Many of the stories were humorous and fancilful, but gradually interest in serious knowledge about the parks began to grow. Several universities used the parks for field studies, and in a few instances they gathered museum materials. In 1920 Dr. Harold Bryant and Dr. Loye Miller inaugurated a summer naturalist program in Yosemite National Park. Its success led to the establishment of the Information and Education Service of the National Park Service. A field training program for naturalists was set up, and the naturalist service was expanded. Some of the programs were directed at children. Later, the U. S. Forest Service, the Fish and Wildlife Service, and other agencies set up programs. State and municipal parks became interested and interpretive programs today are widespread and have expanded into historical and archeological areas.

The first national workshop of interpretive naturalists was held at Bradford Woods in 1955. Yearly workshops led to the formation of the Association of Interpretive Naturalists in 1960. This organization has had tremendous growth in recent years as interpretive programs have expanded into a variety of settings.

Another area related to outdoor education is the Children's Museum. In the early 1900's children's museums began in New York and New England. They are now spread across the United States. Some of the programs were outgrowths of adult museums, although most of them were operated and financed by private associations. In recent years, public agencies, particularly municipal park departments, have financed and operated children's museums.

Although the museums are centered in a building, many have extensive tracts of land for outdoor purposes, such as field trips. Schools make frequent use of children's museums and in some communities such as Cincinnati, the children's museums have become the major thrust of school outdoor education.

Nature centers are another version of outdoor education. They generally have modest facilities in outdoor areas that serve as introductions to and starting points for outdoor experiences. Public parks, forests, wildlife areas, and, in some cases, private lands, are sites for such centers. They serve as useful resources for outdoor experiences oriented toward natural science.

School camping and outdoor education, though distinct, are closely related. The school related outdoor education program in the Unites States is usually thought of as originating with the W. K. Kellogg Foundation Camps in Michigan, although a number of private schools had been conducting camp programs much earlier. It was 1940 when the Kellogg Foundation turned its Clear Lake camp over to three Michigan school districts. The camps became a focal point for the development of resident outdoor education. San Diego, California, and Tyler, Texas soon followed.

Memorable contributions to school camping were made by Dr. Lloyd B. Sharp, who had been conducting some experimental camps financed by the old Life Magazine, for New York children. In 1944 he began a program of field experiences with teachers' colleges of New York and New Jersey and a six weeks' summer course for teachers, called National Camp, which granted credit through New York University. Dr. Sharp was probably the first to use the term "outdoor education" as he began to explain his work. To develop an understanding of his program, he brought representatives of the National Education Association and the U. S. Office of Education to National Camp for workshops, issued publications, and participated in educational conferences. The most succinct and most frequently quoted statement by which Dr. Sharp defined his work was: *"That which can best be learned inside the classroom should be learned there; and that which can best be learned through direct experience outside the classroom, in contact with native materials and life situations, should there be learned."*

Another person who significantly influenced outdoor education was Dr. Julian Smith, who was involved in the early developments of the Clear Lake program. He later served with the Michigan Department of Education in the promotion of outdoor education. In 1955 he became director of the Outdoor Education Project of the American Association for Health, Physical Education, and Recreation. The term "education for the out-of-doors" became the watchword for this program, which included outdoor-related sports and physical fitness as part of outdoor education. As director of the program and as a professor at Michigan State University, Dr. Smith conducted many state and national training workshops devoted largely to outdoor skills. His work encouraged many colleges and universities to institute courses, particularly in departments of physical education.

Outdoor education, at first was concerned primarily with understanding and appreciating outdoor resources, and using the environment for outdoor-related sports was a secondary interest. Though fishing, hiking, and outdoor camping skills were included in the program, the major thrust was that of using the outdoors to improve understanding of school classroom subjects and to introduce students to the natural sciences through direct experiences.

In the 1950's, when resident outdoor education had a rapid development the term resident outdoor education began to replace school camping. Michigan and California had the greatest expansion of resident outdoor education, but school districts from coast to coast began to establish programs. The growth of resident programs has slowed somewhat in recent years, probably because of financial stringencies faced by many school districts. Some school districts have acquired outdoor education areas without resident facilities that are used on a day basis.

The place of Bradford Woods in outdoor education and camping deserves mention. It was developed with four particular groups in mind. The Will giving the property to Indiana University asked that special consideration be given to handicapped children. The second group was school children, for whom resident outdoor education was to be emphasized. The third was organization camps; and camps for Boy Scouts, Girl Scouts, and Campfire Girls were established. Fourth were

university students, for whom Bradford Woods was to provide opportunities to attain knowledge, skills, and leadership abilities in outdoor education.

The achievements of private associations and youth-serving agencies helped to develop and broaden outdoor education, which now includes a wide spectrum of programs and techniques.

Let us turn now to the backgrounds of organized camping for children. It is impossible to say which was the first organized camp, but we do know that the Gunnery School had a summer outdoor camp program as early as 1861 and that a number of camps were established in the 1880's and 1890's in New England. It is interesting to note that they represented some of the same types of groups that operate camps today. There were agency camps, private camps, and special interest camps. A physician, Dr. Rothrock, established a camp for "weak" boys, calling it a physical culture camp. As far as we know, the first camp established by a public agency was in Los Angeles in 1910.

Organized camping grew rapidly from 1910 to 1940, accompanying the growth of the voluntary agencies, all of which incorporated camping into their programs. In 1910 a Camp Director's Association was organized. The National Association of Girls' Camp Directors followed in 1916. With the founding of the American Camping Association in 1935, these groups merged; and membership was broadened to include all people interested in organized camping. The ACA has dedicated itself to the improvement of camping through such means as instituting a standards program, developing leadership education, guiding legislation, and carrying on a public interpretation program. It has supported and encouraged school outdoor education in camp settings, and many residential school programs take place in the facilities of organized camps.

There are extreme variations in camp operations. We do not know exactly how many camps and campers there are in America, but a rough estimate is that there are about eight thousand camps serving close to eight million children each summer.

Many people, particularly those in the field of organized camping, are convinced that camping has a special contribution to make to youth. If one were given unlimited funds and asked to construct an educational setting for the development of healthful attitudes towards life and the ability to get along with others while learning about the environment and achieving skills related to it, one would come pretty close to the structure and program of a good camp or a small-group wilderness experience. The camp is a community separated from the distractions of city life. It involves living and functioning in a group of six or eight, with opportunities for group decision-making. The relationship with the adult counselor or leader can be one of the most favorable possible. The counselor is not the boss, but an experienced friend and a participant with the camper. The total purpose of the good camp is to provide significant and enjoyable experiences that help campers develop. If the camper does not enjoy the experience, the camp has failed. The opportunity for individual attention to help children with problems is one of the superlative aspects of camp. It is to be emphasized, however, that the

quality of leadership is supremely important if the camp is to fulfill its objectives.

One might ask, "Can't these objectives be achieved in other settings, such as good schools and clubs?" Yes, in part; but the unique feature of camp is that the experience takes place outdoors, and much of the program is related to the outdoor setting.

The basic assumption being made in camping and outdoor education is that learning takes place in large part through direct experiences. Such learning is usually more interesting, is retained longer, and makes a deeper impression on the learner.

Organized camping and some of the other programs mentioned had their origins in the United States and have spread from this country to other parts of the world. One might well ask why these programs developed when and where they did. Why in the United States? Why at the turn of the century? A possible explanation is that this was the period in which America changed from a society which was primarily rural to one that was primarily urban. City living led many parents to feel that their children were suffering from the lack of experiences with the natural environment that had at one time been the common heritage of Americans. There also lingered a nostalgic sense of the romance of the past, of the westward movement and the Indian. Some of the early camps endeavored to recapture aspects of Indian life in their programs. Others found motifs in the legends of the pioneers, the overlanders, the cowboys, and the early settlers. The shrinking of forests, wildlife, and wilderness stimulated outdoor programs, increasing the interest not only in seeing and enjoying resources but also in protecting them.

Camp programs especially designed for the handicapped have been conducted for many years. Camp leaders have agonized over whether the handicapped should be accomodated in traditional camps or whether special camps in which the program would revolve around their particular needs should be provided. Many public agencies have tried to find better ways of serving segments of the population that can not fit into regularly scheduled activities. On a visit to Tucson I went to see a special nature trail for the blind. I was very much interested to learn that far more non-blind than blind used the trail. Maybe this tells us something about constructing such trails.

This has been a brief overview of some of the developments in camping and outdoor education. Many additional programs could have been mentioned, I have not discussed such developments as stress programs and acclimatization.

So let us now turn from the past to the future and present. We are on much shakier ground when we attempt to talk about the future. Wishful thinking sometimes colors our planning for days to come. Nevertheless, in order to plan at all we must try to analyze what is happening today and to forsee how it will affect the future. We are particularly concerned with the ways in which what is done in camping and outdoor education may affect future generations.

Energy shortages, pressures on natural resources, population

growth, financial stringencies, changing life styles, and our understanding of basic human needs all may affect our planning for the years ahead. A better understanding of what can be done for special populations may affect what we do for other groups.

There is no reason to believe that within twenty years the major oil resources of the planet will have been seriously depleted. In spite of the possibilities of new energy sources such as oil shales, coal, solar power, wind, tides, and nuclear energy, we cannot expect that low-cost mobility will be available. We who have built a society predicated on the automobile and low-cost fuel will have to adjust to great changes in how we live and how we use our leisure.

Of all forms of leisure, outdoor recreation has had the most rapid growth in recent years in terms of numbers of participants and money spent. Water-related recreation, wilderness use, travel, vacations, and winter sports are a few of the most obvious varieties of outdoor recreation that have seen unprecedented growth. A large part of this outdoor explosion has been based on the use of the internal combusion engine. As a minor illustration, let us look at the outboard motor. Thirty years ago the average horsepower of an outboard motor was 6.9 horsepower. Today it exceeds 40 horsepower. There are now 35' million boaters, and this number is expected to double by the year 2000. Much the same kind of growth is occuring in family camping, fishing, winter sports, hiking and knapsacking, swimming, and cycling. Unfortunately, this increase in outdoor use has not been accomplished by sufficient education and preparation for wise use nor even for the satisfaction and safety of the users.

We are losing more than a million acres of agricultural land each year to housing, roads, industries, and airports. We can ill afford to lose this land. One encouraging note is that there seems to be some movement from the suburbs back to city condominiums and apartments. Pressures on natural wildlife areas continues to be tremendous, but there is evidence of some concern for expanding these areas and for educational programs that ultimately will have a desireable effect. The Environmental Quality Index for 1980, published by the National Wildlife Federation, indicates a continual decline in soil, living space, wildlife, minerals. and water, while air quality shows a slight improvement and forests seem to be holding their own. It is discouraging, however, to see that despite education and legal restrictions there is decline in most resources.

How will the changing life styles and restricted resources affect camping and outdoor education? First, there will of necessity be less travel. Maybe we shall develop a greater appreciation of what is near at hand rather than far away. We shall need to encourage non-consumptive uses of the outdoors, substituting bicycles for motorcycles, canoes for motor boats, and cameras for guns. We shall need to emphasize understandings and appreciation of the environment. The changing order of things may increase the need for organized camps, school outdoor resident programs, and near-to-home outdoor education areas. Day camps--easy to reach and requiring little in the way of facilities--may need to be expanded. Acclimatization

programs can be made adventurous while still close to home. Stress programs may well be contrived without resorting to distant rugged areas. Professionals dealing with programs for special populations may come up with ideas applicable not only to special populations but to all users of the outdoors, ideas for living and learning experiences that do not require travel, extensive equipment, or overly great physical activity.

Many great outdoor satisfactions relate to vigorous physical activities, but maybe we have not given enough attention to the development of those perceptions and understandings that not only make living more satisfying but also help to save the physical world in which we live.

THE "SUNRISE MODEL" FOR OUTDOOR EDUCATION AND OUTDOOR THERAPY

THOMAS E. SMITH, PH. D.
BEHAVIOR EDUCATION CENTER
NORTHWEST SUBURBAN SPECIAL ED. CTR.
WHEELING, ILLINOIS

In recent years, as special education programs evolved to better meet the needs of special students, there has been an increasing exploration of alternative curriculum models and innovative approaches to stimulate both cognitive and social-emotional growth for all children. In parallel, psychologists and counselors working with handicapped populations have questioned the value of more traditional therapeutic approaches and have begun to search out methods for increased therapeutic impact. One of the most promising program alternatives, which can be of both educational and therapeutic value, is that of the outdoor experience. The curriculum area of "outdoor education" has a long history and more recently, psychologists and counselors have begun to discuss the concept of "outdoor therapy."

It is difficult to sub-categorize the many types of outdoor experience that are available, since the "outdoor classroom" provides opportunity for such a wide range of holistic growth and learning activity. Still, it appears that most of what is now going on in the field of outdoor education, most of what makes up the activities and programs in the outdoor classroom, can be divided into four different categorizations.

NATURE EDUCATION. The most traditional pattern of outdoor education, and the curriculum that has been most developed is that of "nature studies" or nature education. This is science in the outdoors, covering topics that range from conservation, ecology, ornothology, climatology, and astronomy, to wildlife, geology, forestry, and biology. In recent years there has been meaningful emphasis on the "hands on" or experiential education approach, providing the opportunity for students to learn by touching, seeing, experiencing, and interacting with the environment. Still the basic trust of this whole dimension of outdoor education is to enhance the students cognitive knowledge of the natural environment.

AWARENESS EDUCATION. In the broad spectrum of the total educational curriculum, especially for students with social and emotional difficulties and/or developmental deficits, there has been an ever increasing application of the theory and practice which can be considered as "awareness education." This term refers to those curricula which attempt to enhance the sensorial skills and awarenesses, the emotional apperceptions, and the psycholecological/psychocosmological sets of the child. The basic goal that is present is to guide the child toward a keener understanding of self, others, the environment, the self-other interdependency, and the self-environment interdependency. Many of the strategies and tactics for this dimension of school curriculum are from the "human potential movement," and there are definite overlaps with school counselors work towards "value clarification" and personal growth counseling.

In the field of outdoor education, this valuable and exciting orientation is best exemplified by the works of Steve VanMatre. His books, *Acclimatization, Acclimatizing, and Sunship Earth*, provide theoretical overview and full range of activities for outdoor interactions. In the case of "awareness education," it is the enhancement of the heart and soul of the children which is the goal. The activities range from "blindfold/blind awareness walk in the woods," to magnifying glass exploration and interaction with the contents of a "square foot of earth," and to "swamp walks" that involve full body wades into the muck and beauty of the swamp. The students basic concepts of "self" and of "environment" and of the interaction between self and the environment are the focus. One is reminded of the lines from Walt Whitman, in Song of the Open Road: "Now I see the secret of making the best persons, it is to grow in the open air, and to eat and sleep with the earth."

ADVENTURE EDUCATION. Over the past twenty years, the more standard camping and outdoor recreational activities such as swimming, boating, hiking, and biking, have been supplemented by a number of even more adventuresome and challanging activities. Various programs and programming concepts have borrowed from the theory and practice of the National Outdoor Leadership School, Outward Bound, and a variety of other "risk recreation" programs. The activities involved under the heading of "adventure education" have sometimes been called "stress/challenge activities," and includes backpacking, crosscountry skiing, rock climbing and rapelling, solo survival treks, winter camping, rafting and canoeing the white waters, spelunking in wild caves, and foraging for wild foods. By design and programming, these adventures are for building self-confidences, group cohesiveness, and increasing respect for self, others, and environment.

In addition, basecamps and special outdoor education centers have constructed elaborate "team course" and "ropes course" sequences that require group co-operation, resolution of interpersonal conflict, and personal risktaking and basic committment. The intensity of these experiences, therapeutically, is very great, as they require the students to deal with stress, trust levels, fears, personal limitations, and a range of powerful emotions. Sometimes, these special manmade obstacles and tasks serve as preparation for adventure trips, but they are also powerful experiences in and of themselves. Many psychologists claim that there is no quicker nor powerful procedure for bringing a group to special levels of interaction for growth.

EXPRESSIVE EDUCATION. While the activities considered as "arts and crafts" have long been a part of summer camp and day-camp experiences, there have been many modifications and elaborations of the curriculum dimension involving the students creative expression and practical arts skills. One of the important variations and curriculum expanding overviews is that of Foxfire, which has emphasized such near-lost skills as maple syruping, log furniture making, canning, and quilting. The potentials for skill development,

coupled with involvement with culture and history, when a curriculum of outdoor education includes these activities is very great.

There is an overlap to educational curriculum areas of speech and journalism, music, drama, dance, home economics, and industrial arts, when students are guided toward tasks such as making jelly, digging their own clay and making pots, making their own log furniture or down vests, and learning clog dances or rituals from the native American Indians. It is possible to develop a full unit of special curriculum, such as "Frontier Living," and then procede into tasks such as candlemaking, churning butter, quilting, sleeping under the stars on pineneedles, and foraging for wild edibles. This is "alternative education" at its best. This is a prime example of the concept and practice of "experiential education." Expressive education involves the student into self and group creativities and practical tasks for daily living, and is thus both educational and therapeutic in thrust. For students who have had difficulty with standard educational environment, the outdoor classroom may be the most appropriate place to learn some history, some practical living skills, and some "life."

"THE SUNRISE MODEL."

The ("*Sunrise Model*") for outdoor education and outdoor therapy is an attempt to overview the outdoor curriculum and program that is evolving at a special dayschool serving about two-hundred-and-fifty children, ages 5-20, who have severe "behavior disorders." The program is offered by a large special education co-operative, which also operates a special outdoor education facility, "Sunrise Lake Camp." While the evolving model has experimental roots with the behavior disordered population, it would seem that there is equal applicability to other populations of special children, and to mainstream education as well. It should also be noted that the name chosen for the model was but partly because the Camp is at Sunrise Lake; the author has very special appreciation for the energies and wisdom of the Sun, and often adapts sun exercises from the American Indians into his own teachings and facilitations for "outdoor therapy."

The ("*Sunrise Model*") attempts to overview, and thereby organize, a curriculum for outdoor education and outdoor therapy. A first focus is on the various dimensions of outdoor education and outdoor therapy. A full range curriculum would provide experiences that are of the more traditional "nature education," that are exemplifications of the newer "awareness education," that include risk and recreational activities from "adventure education," and that involve some special explorations in the area of "expressive education." Some activities for the outdoor education program might be experiential overlaps to two or more of these dimensions of outdoor education.

A second of focus in the ("*Sunrise Model*") is that of age/ability level. Obviously, some of the activities appropriate for teenagers are not appropriate for younger students. Or, even if the basic activity can be of value for all ages, there need be differential instructions and a variation of expectancy. Experience with the "*Sunrise Model*" in activities such as an outdoor scavenger hunt, suggest that most activities can be modified to be quite appropriate for the age/ability group. Teenagers collect things

that are "fuzzy," or "dying" or "evidence that man has been present." Young children search for more concrete things such as "a nut," or "something black."

It is also important to note that some of the activities that involve more physical capabilities, such as the teams course, can also be simplified to lower age levels. Balance efforts, such as the two-line bridge, need not be fifty feet in length, thirty feet above ground. For small children, it probably involves the same risk, the same struggle, the same committment, to wobble over a two-line bridge that is ten feet long and only two feet off the ground. Likewise, when dealing with populations of special students, such as the retarded or the physically handicapped, there should be an attempt to design the same task for inclusion of all. Yes, it may take a special rig to have the physically disabled child climb to a tree branch, but they should certainly have that opportunity.

There is a third dimension of the *"Sunrise Model"* that gives attention to the location of the activity. Outdoor education and outdoor therapy programs do not have to be restricted to the special nature center of a day-camp. Much can be offered in the classroom, in the schoolyard and school neighborhood, or at area parks, zoos, lakefronts, or alleys. In an overview to outdoor activities, it is important to note whether or not a special environment is required. Sometimes, there can be meaningful pre-camp and post-camp activities in the classroom or near the school which bring longitudinal relevance to the special experiences of the outdoor field trip. Also, there can be parallel experiences in other settings. An example would be to visit the drainage ditches and dirty creeks near the industrial park as follow-up to time at the camp with clear, clean, trickling stream, and discussions about water pollution and water conservation.

The *"Sunrise Model"* offers classification of location of activities into four groupings:

1. the special outdoor education center, nature center, or camp setting

2. alternative environments away from the school, such as forest preserves, cities, museums, or open fields

3. the "nearschool" enviroment, to include the schoolyard, and surrounding area that can be walkable

4. the classroom, or adjunctive part of the school such as art room, gym, or learning center

The basic purpose of the *"Sunrise Model"* is to guide curriculum development by providing a conceptual overview. With the model at hand, organization of a special outdoor program that encompasses the broad aspects of the field can take focus. The application of the model to a full school year curriculum plan can be exampled with forms and curriculum overview notes from the program at the "Behavior Education Center." The next part of this paper will provide that overview.

There is a secondary purpose of the *"Sunrise Model,"* which is to provide an overview to classification of the many available activities for the outdoor classroom. It is possible to develop a system

for classification of the activities for outdoor education and outdoor therapy that would be valuable to other outdoor educators, or might even lend itself to computerization. The final part of this paper will give commentary on this classification system.

THE SUNRISE MODEL AS OVERVIEW TO A TEN-MONTH PROGRAM FOR OUTDOOR EDUCATION/OUTDOOR THERAPY FOR CHILDREN WITH SEVERE BEHAVIOR DISORDERS

The Behavior Education Center is a special education day school, serving over two-hundred fifty children who have a primary special education classification of "behavior disorder." The students range in age from 5-20 and many have secondary special educational problems such as "learning disability" or "mental handicap." A few have handicaps that involve physical limitations or sensory dysfunctions, and some are considered as seriously disturbed "psychotic" or "autistic" children. Most of the population are the more classic students with a "behavior disorder," involving symptoms such as aggressive anti-authority outbursts and poor attention or poor attitude, or as passive, withdrawal, shy, and often scapegoated behavior. The most predominant symptom in all the children is probably very poor self-concept.

The BEC has an outdoor education/outdoor therapy program that serves all the children. Some of the groups, at junior high and high school level, have a more elaborate curriculum in general, and a greater time committment to the outdoor program. However, even the students of multiple disorder, and the very young primary students, have the outdoor experience as part of their curriculum and psychoeducational program. One of the significant challanges in the development of the total outdoor education program for the BEC is that of trying to organize and experience activities that are relevant, both educational and developmentally, for children ages six or seven, or children who have serious psychotic conditions.

What has evolved as an overview to the program is given to the special teachers and the school's behavior therapists at the start of each school year. It is recognized that there must be modifications and elaborations, creatively trying to make the outdoor program significant for all groups. Thus, the curriculum is provided as a suggestive overview, and the educational and treatment staff of the program are supposed to adapt the ideas for their particular group. Junior High and High School groups are usually scheduled to have one full day at the special outdoor day-camp every other week, thus visiting Camp Sunrise Lake about twenty times in the school year. The younger and more difficult to program groups average one very special day each month at Camp Sunrise Lake. Most typically, four groups of students visit Camp Sunrise Lake on their day for "outdoor education/outdoor therapy."

MONTHLY THEMES. The start of the outdoor education program is to identify special "monthly themes" for the ten month school year. Typically, these themes are quite general, enabling the teachers and therapists to develop special curriculum at school and in related curriculum areas. Special films and filmstrips, available speakers, and area resources, are suggested for the classroom teachers to tap into as desired. Examples of themes for a month are "The Earth," "Winter," "Man's Impact," or the "American Indians." To elaborate, briefly, the theme of "Winter" would suggest a

time for activities such as crosscountry skiing, or ice sculptures, or games such as "winter and the birds." The month that the theme was "American Indians" would involve making of personal shields, telling of teaching stories, discussions of the Indians cosmological overview to life, baking of "Squaw Corn," and circle chants in the Tipi at the camp.

At the start of each month, classroom teachers, adjunctive educational staff, and therapists are provided with a simple memo of overview to the theme and suggested resources. It is beyond the scope of this paper to present the total evolving curriculum, but an example of the "monthly theme sheet" is attached. It should be noted that one of the valuable things that is ongoing in the BEC program is the evolution and development of such sheets.

BEHAVIOR EDUCATION CENTER
OUTDOOR EDUCATION/OUTDOOR THERAPY

MONTH: OCTOBER

DATES FOR SUNRISE: 8 & 23

(SEE ATTACHED SUGGESTIONS AND SCHEDULE)

THEME: "American Indians." Focus on our heritage from the Indians, with emphasis on their views for balance with the environment.

SUGGESTIONS FOR CLASSROOM:

-Have children choose their Indian names
-Create new "listening" and "relaxing" format by circles symbolic of group and circle of harmony
-Craft projects such as "Godseyes," or "Shields."
-Simple to complex coloring book reproductions in L. Center.
-A time to explore ways of being quiet and walking quiet.
-Indians of North America (dittos) McGraw/Hill Spirits.

STORIES, BOOKS, GAMES:

-In the learning center, "Wigwam Stories," Blackfoot Lodge Tales," "Seven Arrows," and "Eight Little Indians." Also, many other books and materials about Indians.
-Have Tom to your room for telling a couple of stories such as "Jumping Mouse," or the Story of Sundrop.
-Have Hayes work up dances and other music overlaps.
-Check the Sunrise Manual for ideas on games outside.

FILMS AND FILMSTRIPS:

-Legends of the Indians.
-The Plains Indians.
-The People of the Southwest.
-Slides and Teaching Materials on "The Ghostdance Tragedy."
-Record of American Indian Dances.
-Mid-month Channel 11 is redoing special on movie myths and misonomers about the Indians.

NEARSCHOOL ACTIVITIES:

-Awareness walks, emphasizing Indians knowledge of woods.
-With sticks about three feet long, and butcher paper, make a tipi, and have the children design the cover.
-Make a medicine wheel for group meetings in the backyard.
-For movements, have the students do some "sun exercises."

SPECIAL TRIPS:

-Field Museum..of course, wonderful exhibits on the Indians.

-Check with American Indian Center in Chicago, they know of Indian Art exhibits, and special speakers.
-River Trails Nature Center has a "mandan" lodge built up.
-Visit the Forest Preserve and travel in woods like Indians.

THE SPECIAL TRIPS TO SUNRISE LAKE CAMP

The "monthly theme" and suggestions for activities is an attempt to stimulate the teachers and therapists toward pre-and-post-Sunrise activities. It has been noted in a memo to the teachers at the BEC that the outdoor education and outdoor therapy program is meant to be more than just the trip to Camp Sunrise Lake, and that there will hopefully be some continuities between classroom and nearschool programming and the actual trip. It is recognized, of course, that demands for dealing with the disordered behavior and for developing a full range curriculum for basic studies will limit teachers time and capabilities for expanding on the theme for the outdoor program. Even for the teachers who have the interest, the time, the inclination, and the resources, it may be only a few of the months in the school year when there is a fully developed monthlong program. This is quite within the basic overview of the Sunrise Model, for it evolves and unfolds within the program to which it is applied.

In reality, for many of the students, there may be very limited pre-and-post-Sunrise activities, and no significant expansion or elaboration of the theme to related curriculum areas. This means that the special all day trip to Sunrise Lake Camp will be the essential program of outdoor education and outdoor therapy for many students. Therefore, the special activities designed for the day at camp are usually inclusive and self-contained. In line with the curriculum model that is developing, each day at the special setting is a sequence of activities that reflect different dimensions of outdoor programming. For most students, the day at Camp Sunrise Lake would mean an experience or activity that is of "nature education," one of "awareness education," one of "adventure education," and one of "expressive education." There is a schedule given to overview the day, with recognition that the teachers and the adjunctive staff assigned to that trip may need to vary the activities to meet the needs and capabilities of the group.

THE SUNRISE MODEL AS OVERVIEW TO A SYSTEM FOR CLASSIFICATION OF OUTDOOR EDUCATION AND OUTDOOR THERAPY ACTIVITIES

One of the difficult tasks involved in the development of any outdoor education and outdoor therapy program is that of categorization/classification of the multitude of outdoor activities and projects. As indicated, the *"Sunrise Model"* has evolved in an effort to develop a well rounded and quite comprehensive outdoor education/outdoor therapy program for a special school. The activities are selected to blend into the monthly themes for the school outdoor education program, and also to cross over the four different dimensions of the total outdoor education curriculum. There is need, accordingly, to have a system for classification of activities. Many of the teachers, therapists, and adjunctive staff of any school have ideas, activities, and curriculum focus concepts. Textbooks and activity books are available that describe hundreds of games, lessons, activities, and projects which can be adapted to the outdoor classroom, or are essentially designed for that setting. Is it

possible to classify the wealth of available ideas for activities?

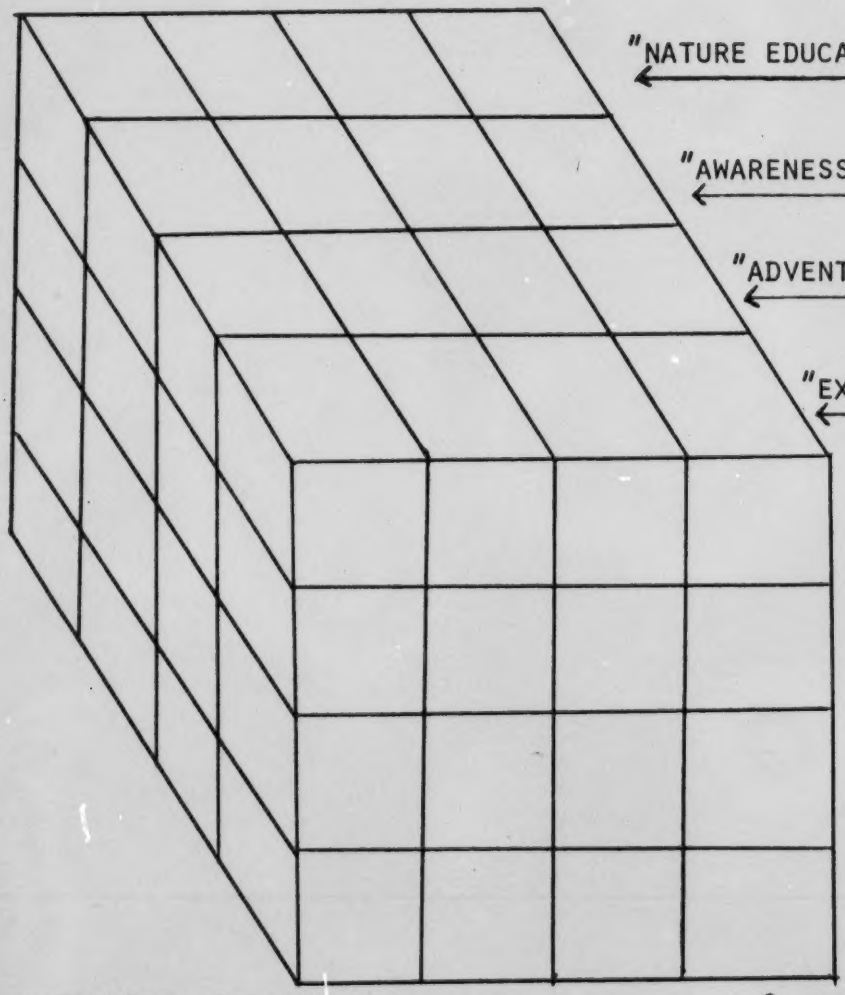
The firststep in a system of classification would be to develop a format for description of activities that would give the reader some indication as to the nature of the activity, the location for the activity, and the age/ability appropriateness of the activity. The *"Sunrise Model"* provides an overview to all three of these requirements. The schematic cube that overviews the *"Sunrise Model"* would involve sixty-four cells of focus for the three dimensions involved. In other words, there would be "nature education" activities, which could be accomplished in the classroom or school, for junior high school age/ ability groups. Likewise, there would be "nature education" activities for junior high school age/ability groups which would require the special setting of an outdoor education center.

The model provides for categorization of various activities for the outdoor classroom according to type of activity, location for the activity, and age/ability appropriateness. Of course, many activities might be applicable to various age groups, or potentially used in a variety of settings. And, some activities would be considered as both "adventure education" and "awareness education," or crossover other aspects of the scheme. The *"Sunrise Model"* as a classification index would give suggestion for an activity card.

The *"Sunrise Model"* for both curriculum development and classification of outdoor education/outdoor therapy activities is evolving and changing as time unfolds. Hopefully, teachers, therapists, and others who use the model, and develop programs within these guidelines will contribute to the improvement in design and application. At this point in time, it would seem safe to conclude that some exciting things are happening with the outdoor education/outdoor therapy program at the Behavior Education Center at which the model is applied. Teachers who have heretofore querried, "what is outdoor education?" or "what am I supposed to do with the kids out there?", are beginning to find answers that help them make the day or two each month very productive. Many are even beginning to develop extensions of the theme and the desirable pre-and-post continuities. The most summarizing point might be in the form of a real situation.

Last month, the model overviewed the program at Sunrise Lake Camp with suggestion for an art activity designed by our art teacher. The activity, under expressive education, was to involve students collecting natural items for a non-permanent art sculpture that expressed themselves. There was to be some discussion and teaching about early man's efforts to create artistic expressions, and the activity had been earlier explored, with some success, for another group. Then, at the last minute, the art teacher was sick and could not make the trip to the camp; the music teacher was assigned as replacement. Behold, creative adaptation of the *"Sunrise Model,"* and a totally new activity for the files. The original activity was titled "expressing me," so the music therapist simply varied the design to make the expression music. The students had to collect sticks, rocks, or leaves for mouth noises, and then make music that expressed the rhythms: and there was some talk and discussion about early man's creation of music, instruments, and rhythms. That sequence seems to suggest that our *"Sunrise Model"* is guiding us in the right direction.

THE "SUNRISE MODEL" FOR OUTDOOR EDUCATION AND OUTDOOR THERAPY



"NATURE EDUCATION" ACTIVITIES

"AWARENESS EDUCATION" ACTIVITIES

"ADVENTURE EDUCATION" ACTIVITIES

"EXPRESSIVE EDUCATION" ACTIVITIES

ACTIVITIES FOR OUTDOOR EDUCATION CENTER/CAMP

ACTIVITIES AT SPECIAL PARKS, MUSEUMS, ETC.

ACTIVITIES FOR NEARSCHOOL AND NEIGHBORHOOD AREA

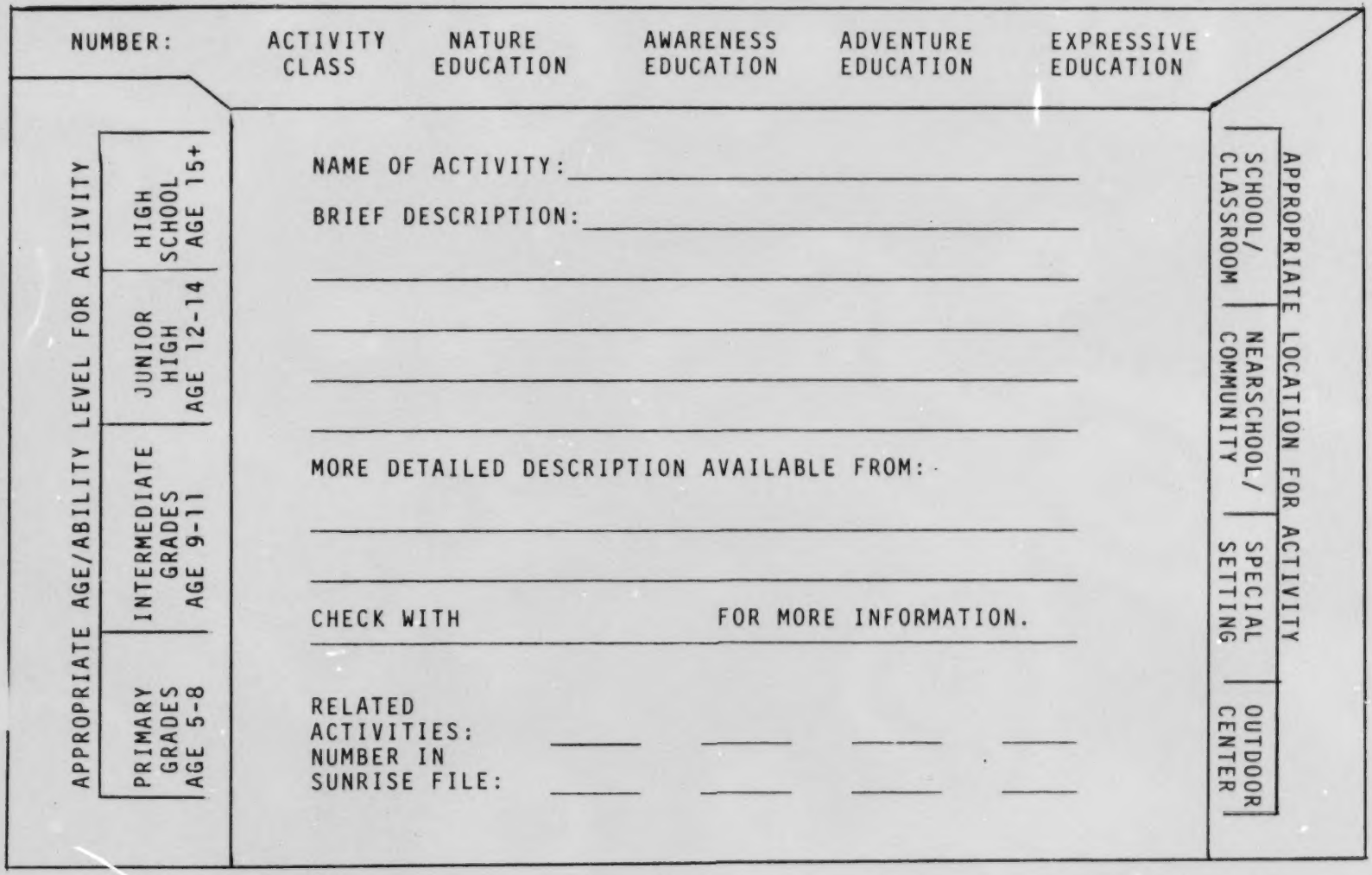
ACTIVITIES FOR CLASSROOM AND SCHOOL

ACTIVITIES FOR HIGH SCHOOL, AGES 15-20

ACTIVITIES FOR JUNIOR HIGH STUDENTS, AGES 12-14

ACTIVITIES FOR INTERMEDIATE AGE AND ABILITY LEVELS, AGES 9-11

ACTIVITIES FOR LOWEST AGE AND ABILITY LEVELS, AGES 5-8



ANY OUTDOOR EDUCATION OR OUTDOOR THERAPY ACTIVITY CAN BE BRIEFLY DESCRIBED, CLASSIFIED, AND CROSS REFERRED UNDER THIS SYSTEM.

BEHAVIOR EDUCATION CENTER
PROGRAM AT CAMP SUNRISE LAKE

MONTH: January THEME: Winter DATE: 10th/24th

SUNRISE MODEL	ACTIVITY Description in the manual...	OPENING	10:00 11:00	11:00 12:00	12:00 1:30	12:30 1:30	1:30 2:30	CLOSING
NATURE EDUCATION	"TRACKS AND TRACKING" brief talk and presentation of handouts, walk to find tracks, then a game	TOTAL GROUP GATHERS OUTSIDE FOR CIRCLE OF WARMTH.... MOVEMENT GAMES AND GROUP WIND-UPS FOR COMMUNITY....	DENNIS' CLASS	PETE's CLASS	LODGE FIREPLACE AVAILABLE FOR GROUPS TO USE LUNCHTIME. HOT CHOCOLATE WILL BE AVAILABLE IN THE DINING ROOM..	NANCY's CLASS	CONNIEE's CLASS	INSIDE, FIREPLACE GATHERING, WINTER.. TOM WILL GIVE THE READING "CREMATION OF SAM McGEE," CLOSING CIRCLE.
AWARENESS EDUCATION	"NATURE'S BLANKET" touch the snow, dig under it, examine soil, dig into it identify life		PETE's CLASS	NANCY's CLASS		CONNEE's CLASS	DENNIS' CLASS	
ADVENTURE EDUCATION	"INTRODUCTION TO CROSSCOUNTRY SKIING" brief class on skis and ski care, then take on ski trails		NANCY's CLASS	CONNEE's CLASS		DENNIS' CLASS	PETE's CLASS	
EXPRESSIVE EDUCATION	"SNOW SCULPTURES AND PAINTING" building forms, individual and group, water 'n ice, then spray food coloring		CONNEE's CLASS	DENNIS' CLASS		PETE's CLASS	NANCY's CLASS	

POSITIVE HEALTH: HEALTHSPORTS AND DISABILITIES

JOAN M. SAARI
DIRECTOR OF DEVELOPMENT
VINLAND NATIONAL CENTER
LORETTO, MN.

The Vinland National Center, a national education/training center for people with disabilities, will provide programs which will be complementary to but extend beyond the traditional rehabilitation-restoration programs. With an emphasis on the maximum fulfillment of a person's capabilities, the Vinland programs will emphasize a sequential development of the individual's skills, interest and motivation which, when combined, provide the basis for enrichment of life. Through the integration of physical activity, improved care of one's health, and an improved understanding of self and one's capabilities within the context of society, Vinland's programs will serve as an extension of other rehabilitative services.

Established by a gift from the country of Norway, Vinland is modeled after the Norwegian Health Sports Center, Beitostølen. Healthsports is a lifestyle that promotes physical, personal, and social fitness through programs designed to improve strength, endurance, and aerobic capacity; and are designed to foster higher levels of mental, physical and spiritual well-being.

In addition to providing services at the Center, located near Minneapolis, Minnesota, Vinland will establish a national outreach system for its participants upon their return home. Maintenance of a lifestyle change and newly acquired skills are difficult. Significant results occur through consistency. Each participant will return home with a list of supporting programs, individuals and organizations (such as Ski for Light and Sports for Health) that they may use to continue developing their potential.

The concept of total rehabilitation for individuals with disabilities has not been fully realized in the United States. Rehabilitation efforts have focused almost exclusively on treatment and physical restoration, therapy, relearning self-help skills and vocational education.

As a result, the individual born with a limiting condition or experiencing a traumatic injury too often returns to the community with untreated "injuries" below the clinical horizon. Such an individual may have concerns about self-concept, fears of social inadequacy and limited knowledge of values, worth, skills and resources. The lack of preparation may sentence an individual to an isolated lifestyle even though he/she has presumably been returned to community living.

There is a need that preventive efforts (beyond specific) be extended to endeavors that promote healthful living. These efforts should not be limited exclusively to physical health, but extended to the area of mental health which includes personal and social development. As a result, the disabled individual will become an equal, full functioning member of society.

The last several decades have brought much progress in the United States for people with disabilities in the areas of medical rehabilitation, social and psychological services, vocational rehabilitation training, special education and more recently improved access to public facilities and recreation. Experience to date with such policies and programs shows that all of our citizens benefit when people with neurological, physical and mobility problems are able to achieve personal fulfillment, opportunity for employment and increased social and mobility options.

Many scientific discoveries have shown the essential role of factors such as exercise, nutrition, lifestyle and medical self-care in improving the health status of people. Adaptive methods are required, however, so that people with disabilities can benefit from such discoveries.

This improvement of health status plus better recreation and leisure time skills will lead to more independent living, a new self-reliance and improved employability. It is imperative that rehabilitative programs operate from the outset upon the premise that each individual has the key to their own healthy life. Programs must aid each individual in achieving their optimal level of physical, social and mental health and to motivate each to maintain and enhance this level of health upon return to their home and job environments. This must be done in response to the deleterious effects of the way many people live in America and to the increasing concern about the spiraling costs of health care. Now is the time to shift attention away from disabling conditions and illness to a style of living which emphasizes positive health.

The purpose of the Vinland National Center is to offer a series of learning experiences to people with disabilities that will enable them to improve physical fitness, nutritional habits, develop medical self-care skills, enhance self-reliance, teach better use of leisure and recreational time and promote employability. Through services for individuals combined with professional education and public information endeavors, Vinland will develop community awareness of the needs of people with disabilities and influence national health policy. Negative lifestyles with excess smoking, chemical and alcohol abuse, sedentary activity, poor nutritional habits and unnecessary stress often lead to increased illness and a decrease in productivity. Vinland will teach the disabled individual to be their own "crucible for wellness."

The Vinland National Center will have a significant impact upon the State of the Art. Vinland's concept of Healthsports and Lifestyle Enhancement will ripple throughout the country as Vinland's participants return home to their local community sparking interest in these ideals and perhaps serving as a catalyst for beginning similiar regional centers.

Now is the time we must set about to remove the remaining barriers; attitudinal, fitness and lifestyle barriers.

CANOEING AND KAYAKING WITH INDIVIDUALS WITH PHYSICAL DISABILITIES

GARY THOMPSON AND JERRY HITZHUSEN
RECREATION AND PARK ADMINISTRATION DEPARTMENT
UNIVERSITY OF MISSOURI, COLUMBIA, MISSOURI

INTRODUCTION

The movement associated with the rights of the handicapped of the 1970's has brought creative and wholesome thought relative to the participation of individuals with disabilities in activities of daily living in the environment of one's community. Associated with this theme has been interest in viewing the potential involvement and active participation of individuals with disabilities in outdoor adventure activities and pursuits.

Most of this initiative has been shared by active consumers and professionals involved in leisure services provision, special interest groups, and rehabilitation services. With this kind of support, tremendous strides have been made in broadening the scope of expectations and perspectives in which participatory levels are enhanced in reaching more people, including persons with disabilities.

Canoeing and kayaking are two outdoor pursuits that open many avenues for the individual with a disability who wants to either continue the activity or perhaps gain initial exposure to activities which can bring the individual into the outdoor wilderness environment.

In either case, the individual(s) and instructor(s) should be prepared to address the following issues associated with the activity: 1) *general knowledge of the activity, 2) skills and techniques required, 3) knowledge of equipment and necessary supplemental supplies, 4) necessary procedures for proper entry, launching, landing and departure from the craft, 5) proper reaction techniques and procedures to emergencies, 6) identification of specific concerns associated with the persons disability, 7) expectations of the people involved in the outdoor activity, 8) consideration for safety precautions and 9) consideration for progressive practice lessons and outings prior to embarking on more challenging trips.*

There are some commonalities associated with canoeing and kayaking. However, for the most part they need to be considered as separate entities. For this reason they will be referred to in separate sections.

CANOEING

EQUIPMENT AND SUPPLIES NEEDED

The standard equipment needed for canoeing includes: a canoe, personal floatation device (PFD), and paddle. However, some additional equipment items are necessary for individuals with particular disabilities: protective padding on canoe seats for

circulatory purposes, stadium seats for back support, cushions and/or insolite pads for individuals not having the capability of sitting in a canoe seat. In instances where seats can be removed by removing screws and nuts with a screwdriver, the individual with balance difficulties can sit on cushions placed on the bottom of the canoe.

Other supplies that should probably be available for training purposes and very definitely for canoe or float trips are: change of clothing, rain gear (ponchos would be particularly convenient for paraplegics), shelter (tent and/or cloth), first aid kit, necessary personal and medical items, water-proofing bags, assorted food items, water supply and a rescue rope. Some disabled canoeists use a fold-up type cot to meet their sleeping needs, particularly when a urinary retention bag is utilized. Also, many people find that taking a fold-up, light-weight chair is beneficial for taking a break on a gravel bar, island or the stream's bank. Urinals and/or bed pans may also be added to aid some persons.

PREPARATION AND TRAINING FOR CANOEING

Preparation and training for canoeing with the disabled can best be initiated in a swimming pool using both wet and dry land teaching techniques. It is here that a high degree of safety practices and precautions can be implemented in giving the beginning disabled canoeist a feeling of confidence and alleviations of fears that may persist. Here a thorough assessment of one's abilities, special needs, necessary support and comfort, needed equipment and supplies, safety precautions and match-up of canoeing partners can be in a controlled learning environment.

Transfers can best be taught on dry land exercises first, then actually practiced from the pool deck to the launched canoe. Emphasis should be noted on individual ability to transfer from a wheelchair or deck independently or with different levels of assistance from others. Dry land exercises can also include coverage of the canoe and paddle parts, safety precautions and paddling stroke practice. Identification of swimming abilities can be made at this time, too. It is critical for everyone to be aware of each participants swimming abilities and deficiencies. This knowledge will be halpful in the match-up of non-disabled and disabled canoeist, which is critical in matching canoe partners in terms of their canoeing compatability, paddling skills, and mutual safety. One partner must have the ability to assist the other in case of an emergency or actual flip of the canoe.

The training session can be a good environment to focus on communication strategies and techniques between the partners. Also, this communication emphasis can extend to other members of the canoeing party who in most instances would be available to assist in emergency situations. Everyone should know how to react and know what is expected of them in emergency situations. It is here that practice turn-overs can be initiated with emphasis on the two canoeists staying with the canoe in attempts to bring the canoe and themselves safely ashore, throwing of the emergency rope and help being administered by other members of the group.

Progressively, the training could move to a still water body such as a lake, pond or slow

moving stream. This will allow for a broader range of skill practice that will bring additional confidence to the participants. Also, changes may be made regarding the match-up of canoeists. The general rule is to match the best non-handicapped canoeists/swimmer with the disabled persons having the least canoeing and swimming skills. This will generally reduce the incidence of turn-overs and provide protective measures in case of a canoe flipping.

It should be noted that, initially, the bow position would probably be the best position in the canoe for the beginning disabled canoeist. Primary to this thought is that the sternman usually has more control in the maneuvering of the craft than the bowman with perhaps exceptions in cases of extremely fast and hazardous streams. Beginners should not be exposed to those kinds of waters until high levels of proficiency are attained. Thus, gentle, slow-moving streams should be thought of in terms of the initial float trip experiences. Having respect for the stream and "knowing" the characteristics of the body of water are important for not only beginning canoeists, but experienced ones as well.

The suggested third phase of the process is the actual canoeing or float trip on a stream, preferably a gentle, slow-moving one with easy riffles or chutes. A key point here is to involve the entire group in the organization and planning of the trip. Consideration will need to be given to easy access and take-out points, transfer of vehicles to and from these two points, gathering of wheelchairs and mobility devices at the take-out point, and a floating distance and time that will be within reason for an initial float.

Our experience has shown that floating in clusters of three canoes provides a good safety precaution in that two sets of canoeing partners are available to assist the other set of partners in case of an emergency, such as a turn-over. In general, the individual with the greatest disability and or least proficient set of partners would be in the middle of the cluster. Additionally, one of the trip leaders should be in the lead canoe of the entire group, with another leader at the very end of the canoeing caravan. This allows for the leadership to control the pace; stop the group in case of emergencies; rest periods, or lunch breaks; and in keeping the entire group of canoes reasonably together. One rule of thumb is to keep the canoe in front and to the rear of your canoe in sight whenever possible.

A fourth phase in the process would be to schedule and plan an over-night float trip that would blend a canoeing experience with a camping trip. This experience would require selecting a camp site either at the put-in point, the take-out point or preferably between the put-in and take-out points. The latter requires, in many instances, an emergency vehicle being placed at or near the mid-way point or in perhaps depositing the camping equipment at a camp site, in advance. Another alternative is to take all camping supplies in the canoes with an emphasis on tieing-in and water-proofing certain supplies and items.

Ease of access from the stream to the camp site is important in considering those participants with

mobility limitations. In addition, ease of mobility around the camp site, to the tent or sleeping facilities and restrooms/latrines should be noted.

It should be mentioned that there are specific considerations that need noting when individuals with different disabilities are involved in the canoeing experience. They are noted in Chart 1.

KAYAKING

EQUIPMENT AND SUPPLIES NEEDED

In addressing equipment needs in kayaking, one must first look at the type of kayak to use. This is especially so, in terms of individuals with disabilities participating. There are basically three craft that may be considered: 1) the slalom, 2) touring and 3) folbot. All three come in one, two or three man cockpit units which allow for individual or group participation with a single craft.

The slalom kayak can be thought of as a white water craft and its sensitiveness to the stroke of the paddle blade makes it a very manueverable craft. Contrastingly, the touring kayak has a deeper draft and "tracks" better in the water and would be more compatible on flat water or streams that would not flow, but not white water. It would seem that the touring kayak may be more practical for disabled individuals in learning the activity with gradual progression to white water kayaking.

One craft that has not received a great deal of attention in terms of use by disabled individuals is the folbot. Its advantage lies in that the cockpit is exeptionally large, which would be advantageous to the individual with paralysis. It is also a more stable craft and may be used on flat water or streams.

Beyond the craft itself are other necessary equipment items which include 1) personal flotation device (PFD), 2) double-bladed paddle, 3) spray skirt, 4) helmet and 5) optional items which may include nose plugs, face mask, ear plugs, knee pads, foam pads, insolite pads, cushioned back rest, and wet suits. Foam pads and insolite pads can often be used to stuff around the hips of the paraplegic and place beneath and above the legs for protection against abrasions and insulation from the cold conducted through the bottom of the craft.

PREPARATION AND TRAINING FOR KAYAKING

It is particularly important that a skilled kayakist and knowledgeable instructor introduce individuals with disabilities to the activity. This person should have good understanding of the limitations and special needs that are required of the disabled participant.

As with canoeing, the swimming pool is an excellent area to teach the majority of skills that will need to be learned. It probably is even more critical in terms of a safe teaching environment and a setting in which the participant can gain confidence and assurance in their personal safety and ability to progress.

When introducing an individual to the activity, the instructor should plan on progressing the student from the basic to the more advanced techniques. The bottom line, however, being that the individual can safely release themselves from the kayak in case of an emergency situation such as a turn-over.

CHART 1

DISABILITY	TIPS IN CANOEING EXPERIENCES
Blindness/Visual Impairments	1) Use buddy system with sighted partner
	2) Emphasize good verbal communication
	3) Placement of blind person in bow position with experienced sternman
	4) Stimulate paddle strokes on dry land; use sense of touch as teaching technique
	5) Communicate about upcoming obstacles (overhanging limbs)
	6) Partner can describe surroundings
	7) Partner should verbally communicate paddle stroke preference in key situations (i.e. bend in stream; boulder on right side of canoe)
Deaf/Hearing Impaired	1) Participation at either bow or stern, probably best to begin at bow and progress to the stern position as skills increase
	2) Visual communication is better if the deaf canoeist is at the stern position
	3) Use of hand-signals; signing
	4) Deaf bowman is at a disadvantage in communicating with his partner at the stern position
Amputees	1) Single arm amputees may use adaptive device for grasping paddle
	2) Double-arm amputees may function as a passenger from the bow position
	3) Single arm amputees may use a short paddle in paddling with one arm
	4) Single leg amputees have no major concerns
	5) Double leg amputees may want to sit on cushions in bottom of the canoe; perhaps remove a seat
	6) Prosthesis devices should probably not be worn in the canoe for protective reasons pertaining to the prosthesis and safety for the participants

DISABILITY	TIPS IN CANOEING EXPERIENCES (CONTINUED)
Paraplegics	1) Vertical and lateral stability is important safety consideration 2) Use of attachable stadium seats attached to the canoe seat 3) Progress from bow to stern position as skills increase 4) Use fold-up lawn chair with legs shortened for lower center of gravity (arm rests good for lateral stability problems); may want to remove canoe seat to place chair in proper position 5) If person is carried in the canoe as a passenger, keep legs above the thwarts to prevent them from getting caught in case of turn-over 6) Use short paddles from low seating position 7) Remove middle thwart, if possible, when carrying a passenger in the middle of the canoe (two able-bodied partners at the bow and stern for safety purposes) 8) Provide adequate cushioning to prevent pressure sores (cushions, insolite pads)
Quadraplegics	Same as for Paraplegics #1, #4, #5, #7 and #8

Like canoeing, kayaking instruction should begin at a swimming pool with dry land transfers to and from the cockpit of the kayak and then progress to the pool deck with the kayak, paddle, safety precautions and paddling strokes. Checking out swimming abilities and skills in staying afloat in an appropriate upright position can be done, too.

Also, this can be a time to check-out the protective needs of those individuals needing protective foam pads at the hips, insolite pads above and below the legs for abrasion protection, and back support.

Prior to beginning paddling techniques in the kayak, the participant should practice the wet exit, first without the spray skirt and then with the spray skirt. Instructors should be in the water in a position to lend assistance if needed. This will build confidence in the participant and provide practice in getting ashore with the kayak.

At this point, paddling skills may be taught emphasizing the following skills:

1) Sweep stroke-A turning stroke! Place the forward blade into the water near the bow, but not too deeply and sweep out and around as far as you can. Sweep both to the right and to the left, then try it backwards to the right and left. Result: A full 360° turn.

2) Draw Stroke-Lean and reach out with the paddle 90° from the direction the boat is facing. Pull the paddle toward you.

3) Sculling-Trace a figure eight as the blade is drawn toward the gunwale-but the blade never reaches the gunwale because on the return stroke of the figure eight the blade heads away from the craft. A hip flexmotion will flip the craft back to its original position. (The hip flex may be practiced by the kayakist by grasping the instructors clasped arms or by grasping the side of the pool).

4) Forward Stroke-Place the right blade into the water with the right arm fully extended forward. The left wrist is at ear level with the left elbow barely pointing out away from the boat. Lean slightly forward drawing the blade straight back to the hip line. The right hand lifts the paddle in an upward movement.

5) Backstroke-Reverse of the forward stroke.

6) Forward Brace-Lean to one side and slap the flat of the blade on the water near the bow. Then to recover your upright position, sweep the blade out sideways to 90°.

7) Back Brace-Consists of a powerful lean on the flattened blade trailing beside the rear of the kayak at the finish of a forward stroke.

8) Side Brace-While moving at an adequate speed extend the blade out perpendicularly abeam of the kayak. Insert the blade into the water as far from the boat as possible at a slight rising angle in the current. The blade is gradually pulled toward the boat as you lean heavily on it with hands held high.

9) Eskimo Roll-An advanced technique of righting the kayak from an upside down position. Should be demonstrated and taught by a capable instructor. No one should kayak in white water without having mastered the roll.

Kayaking requires good confidence building skills on the part of the instructor, especially with some individuals with disabilities. It seems that a single cockpit kayak is appropriate for the initial instruction once basic skills are addressed, then perhaps a two or three-man kayak may be used in which a "buddy system" can be incorporated into a "partnership" or "team" experience. This would be particularly a good approach for the physically disabled person who may have some limitations in manning a single cockpit kayak. In fact, with the use of a folbot an individual who could only participate as a passenger could experience kayaking.

Chart 2 depicts considerations that need to be noted when individuals with disabilities are involved in kayaking.

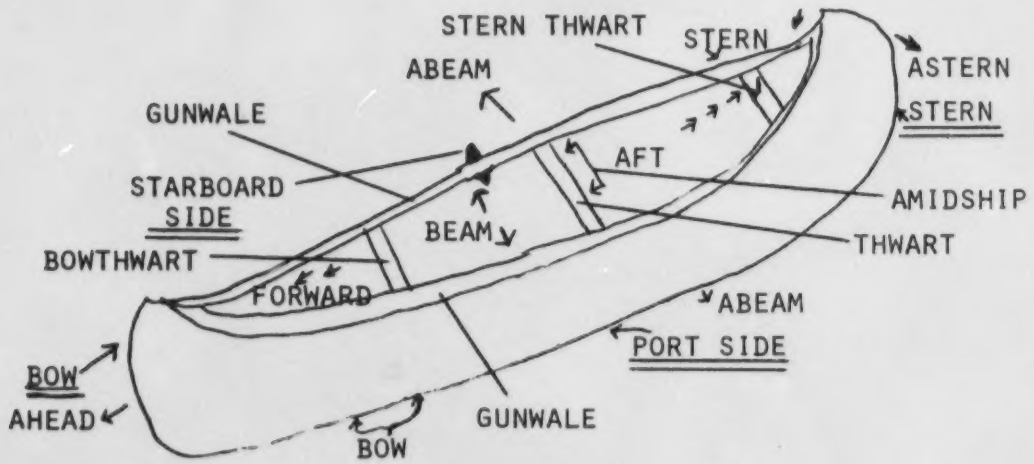
In summary, canoeing and kayaking can be excellent activities for disabled individuals to interact with the outdoors, their friends, and new challenging and rewarding experiences. Much remains to be done in experimenting with different techniques and approaches to including individuals with disabilities in these activities. Technological advances and experimental adaptations may well assist in this effort.

CHART 2

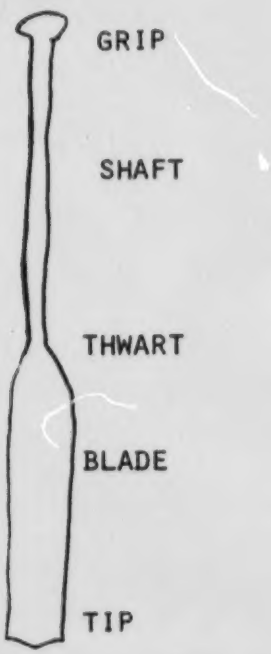
DISABILITY	TIPS IN KAYAKING EXPERIENCE
Blindness/Visual Impairments	1) Use of a buddy system in instruction and progressive steps toward the kayaking experience with a sighted person
	2) Use of a buddy system using one, two or three-man kayaks
	3) Use verbal cues for communications
	4) Slow, progressive simulations of paddling techniques
Deaf/Hearing Impairments	1) Increased emphasis on demonstration and visual cues
	2) Use of an interpreter during training sessions
	3) Use of hand signals
	4) Placement of deaf person might be best in the stern position of a 2-man kayak or the stern or middle position in a 3-man kayak (visual cues are in front of him)
Amputees	1) Amputations of the upper limbs may require participation in 2 or 3-man kayaks or folbot
	3) Individuals with amputations of the lower limbs (single amputee) can probably use single cockpit kayak; may have some difficulty with techniques on side of amputation.
	4) Prosthesis devices of lower limbs should not be worn in kayak for safety purposes and protection of the prosthesis
Paraplegics	1) Vertical and lateral balance is key to participation, except in perhaps a passenger role in a folbot. Perhaps with a modification of the seat and arm rests or supportive techniques with foam padding
	2) Larger cockpit of a folbot is advantageous
	3) Excellent PFD required for people with leg braces; may need to discard braces for the kayaking experience
	4) Difficulty of stream should be looked at carefully; flat water may be best bet in certain instances

DISABILITY	TIPS IN KAYAKING EXPERIENCE (CONTINUED)
Quadraplegics	1) Probably limited to a passenger status in a folbot with protective cushions and insolite pads 2) Flat water experience or very easy stream selection

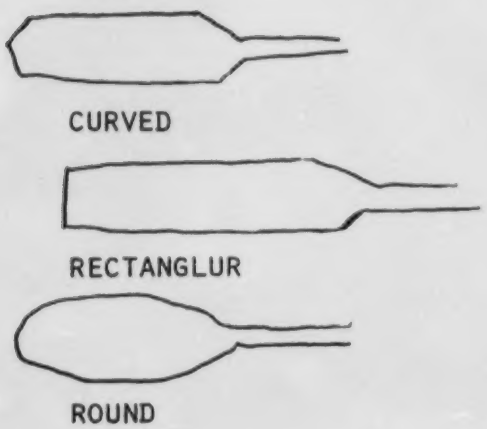
CANOE IDENTIFICATION



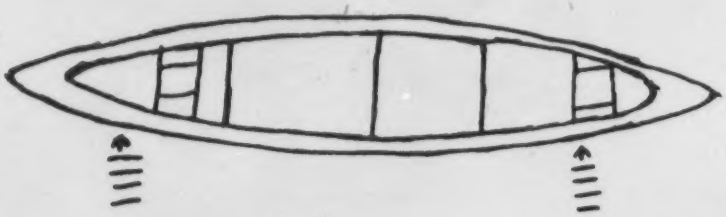
PADDLE



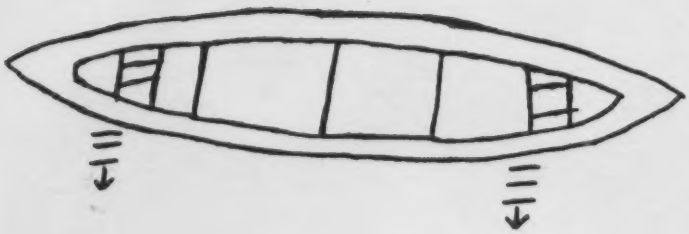
BLADES



GRIPS



PULL (DRAW)

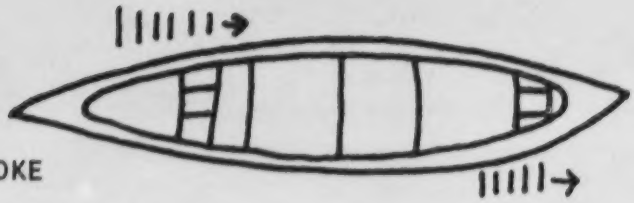


PUSH (PRY)

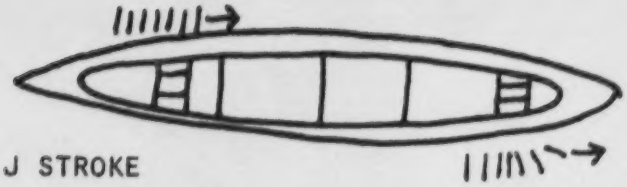
DEFINITIONS

Aft-Toward the stern or back of the canoe
Amidship-The middle of the canoe
Astern-Behind the canoe
Beam-Maximum width of canoe, usually at amidships
Blade-Broad flat portion of a paddle
Bow-Forward section of the canoe
Disembark-To get out of the canoe
Draw-Pull the paddle towards the canoe
Embark-To board a canoe or other vessel
Gunwale(s)-The strips extending along both sides of the canoe
Port-Left side of to the left of the canoe
Shaft-The section between the grip and blade
Stern-Rear of the canoe
Thwart-A narrow bar extending across the canoe from gunwale to gunwale

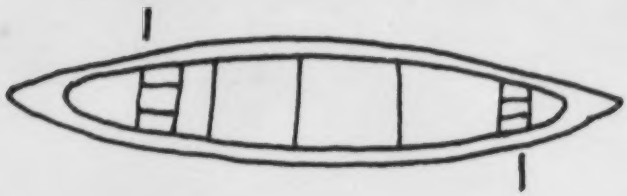
STROKES



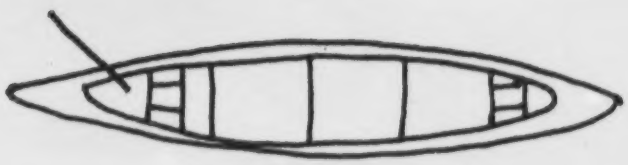
CRUISING STROKE



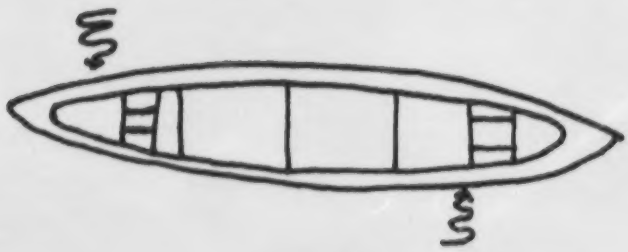
CRUISING: J STROKE



JAM OR HOLD

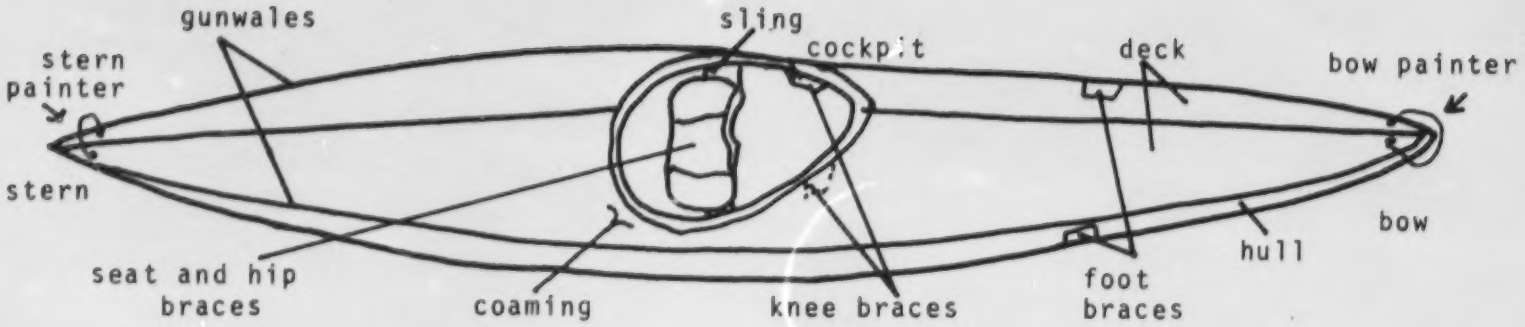


BOW RUDDER

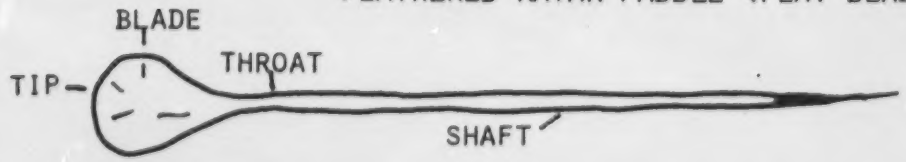


SCULLING

SINGLE SEATER KAYAK



FEATHERED KAYAK PADDLE (FLAT BLADE)



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AN EVALUATIVE RESEARCH STUDY OF TWO-WEEK VS. SIX-WEEKS CAMPING EXPERIENCES FOR HANDICAPPED BOYS

DAVID R. AUSTIN, PH. D.
ASSOCIATE PROFESSOR OF RECREATION
INDIANA UNIVERSITY

In recent years there has been a growth in the leisure services available to handicapped children. One such area of service, the residential summer camp, has been viewed as a major context in which children's needs can be addressed in a comprehensive fashion. Such programs have typically functioned on a two-week time cycle, although recently there have been limited attempts at providing longer residential camping experiences.

While the two-week structure enables a relatively large number of children to participate in a camping program, its impact on changing some aspects of a child's functioning might be assumed to be less than that realized through a six-week experience. For the most part however, the assumption that six weeks of camp is superior to two weeks has been based on the intuitive appeal of "longer means better," and systematic efforts at examining the question of the effects of the length of camp has not been pursued.

The purpose of the present investigation was to determine the types of benefits realized by handicapped boys who attended a residential summer camp for either a two or a six week period. Through a careful and systematic study of physical, psychological and sociological parameters, we anticipated that we would be able to determine in which areas a short-term or long-term camping experience might contribute to significant changes in a child's development.

METHODS

Subjects. A total of 36 males between the ages of 9 and 16 years who attended Camp Riley located at Bradford Woods, Martinsville, Indiana during the summer of 1979 constituted the sample. Twelve of the subjects were part of a six-week group and were matched on age, ambulation, disability, and prior camping experience with 24 boys who attended Camp Riley on a two-week basis. For various reasons, four boys in each of the two-week groups were unable to serve as subjects. Thus, data was collected on 16 two-week campers.

Procedures. Both scientific and naturalistic approaches were utilized in the data collection process. Scientific testing was accomplished on a pretest and post test basis with the two-week campers. The first group (Group A) attended the initial two weeks of camp, while the other group (Group B) attended the last two weeks of camp (i.e. the fifth and sixth weeks). By using these particular groups it was hoped that the variable of staff experience would be controlled for. The six-weeks campers were administered pretests and post tests, as well as being tested after two and four weeks of camp. In addition, counselors were asked to complete evaluative instruments on their campers at each of the four testing points.

The principle investigators administered all of the testing. Among the tests campers completed were (1) the Desirable and Undersirable Event Locus of Control Scale (DUE-LOC) and (2) a self-esteem questionnaire. The DUE-LOC was reported by Rothbaum (1979) to be a valid and reliable instrument and had been successfully employed by one of the investigators in a previous camping study. The self-esteem questionnaire had been successfully used by Seaman (1975) in research with mentally retarded children. Seaman did not report validity and reliability data for the instrument. The brevity (12 items) of this particular instrument was seen as a positive factor since the researchers hoped to take a minimum of time away from normal camp activities in order to have the campers complete testing procedures.

Cabin counselors were asked to rate their campers using several instruments. These were: (1) an Adaptive Behavior Scale, (2) the Relationship Scale, (3) the General Behavior Scale, and (4) the Personal/Social Rating Scale. The Adaptive Behavior Scale (ABS) had been used in several prior investigations, including Sessoms' (1978) extensive Camp Easter-in-the-Pines study. The ABS allows the rating of eating, toilet use, cleanliness, appearance, dressing and motor behaviors. The Relationship Scale and General Behavior Scale were taken from Zweig's (1962) research monograph on therapeutic camping published by the American Camping Association. These scales provided an assessment of how well campers got along with others (Relationship Scale) and general behaviors such as showing happiness, leadership, homesickness, etc. (General Behavior Scale). The Personal/Social Rating Scale was used with permission of its author, Dr. Steve Brannon of Portland State University who had constructed the scale to assess the program of handicapped campers at Mt. Hood Kiwanis Camp in Oregon. The scale taps a combination of personal skills (e.g. controls emotions, neat in appearance) and social skills (e.g. acquires friends, helps others).

Three naturalistic data collection methods were utilized. The first method involved the cabin counselors keeping a daily log on their campers. Other methods included an extensive interview with the counselors of the six-weeks campers at the end of camp and observation by the investigators as we interacted with campers and counselors during visits to the camp over the six week period of data collection.

RESULTS

As may be noted from review of Table 1, there were no significant gains made from pre to post tests in the self-esteem of the two-week campers. The combined mean averages for the pretest was 33.94 and for the post test it was 33.63. The six-week campers were found to be significantly different ($p=.047$) from the two-week campers when an ANOVA was run on post test data. The six-week campers' scores, however, only approached significance ($p=.07$) when a paired t-test was administered to their pre-camp and post-camp scores. Perhaps the most interesting finding was the drop in self-esteem found for the six-week campers during the third testing period (four weeks after the beginning of camp).

Somewhat surprisingly, the DUE-LOC revealed little in the way of positive change in the campers' perceptions of their locus of control. As can be seen in Table 2, only during the third administration of tests did

the six-weeks group increase their locus of control scores to any substantial degree. The findings for the two-week groups are inconsistant as well. No statistically significant changes were found in the DUE-LOC scores for any of the groups.

Counselor rating revealed several gains for the six-weekers but not for the two-week campers. As shown in Table 3, the relationship ratings of the two-week groups were not significantly altered as a result of the camp experience. A paired t-test showed highly significant gains ($p=.001$) for the pretest to post test scores of the six-week campers, however. Likewise, positive gains in the general behavior ratings of the six-week campers were found, while the ratings of the two-week campers actually decreased (see Table 4). A paired t-test showed a highly significant gain ($p=.02$) in the pretest (24.17) to post test (34.42) scores for the six-week group. Personal/Social Scale ratings similarily showed neither of the two-week groups experienced significant change. For the six-week campers, however, there were highly significant gains ($p=.018$) found when the paired t-test was run on the data (see Table 5).

No statistically significant changes were found for the independent functioning of the members of any of the three groups, as measured by the Adaptive Behavior Scale. As previously noted, the items on this counselor rating scale included such concerns as eating, dressing, toilet use, cleanliness, and motor behavior.

Naturalistic inquiry revealed a great amount of data to support the value of the six-week camp experience. This was revealed particularly in the counselors' daily logs and in the interview completed with the counselors of the six-week group. Casual observation by the investigators and comments from other camp staff tended to lend further support to the ability of campers to make more positive gains over the course of six weeks, in contrast to two weeks.

Many of the improvements noted in the counselors' written documentation and in the interview were not tapped by scientific testing. For example, all of the six-week campers improved in swimming abilities and, perhaps more important, in the judgement of staff, the boys gained a great deal of confidence in their abilities to participate in water related activities. One six-week camper who could not tie his shoes at the beginning of camp could tie his own shoes when camp ended. Others improved in their walking or wheeling abilities (i.e. use of wheelchair). Most were eating in a more "civil" way or, at least, making conscious attempts to improve their eating habits. Eating habits were observed by counselors as a particular example of what they felt to be a great deal of improvement in the general attitudes of the six-week campers. As one counselor stated, "They use to not care about their eating habits, now they do care!"

DISCUSSION

Six-week campers showed greater improvement than the two-week campers in self-esteem, relationships with others, personal and social behaviors, and general behaviors and attitudes.

One of the most interesting findings was the dip the six-week campers experienced in self-esteem after four weeks of camp. It might be speculated that staff morale may have dropped following

five weeks in camp (i.e. one week of staff training and four weeks with campers). One experienced director of camps for handicapped children (Robb, 1979) has indicated it is a usual phenomena for staff to experience a decrease in morale after about five weeks in camp. In reviewing the log kept by the counselors of the six-week campers it was found that some "gripes" began to appear around the fifth week in camp. None appeared before this. Thus it seems probable that counselor morale may have negatively affected the campers' level of self-esteem.

The finding of the lack of improvement in the self-esteem of the two-week campers is in keeping with prior findings reported by Sessoms and others (1978). Two weeks appears too short a time to bring about dramatic changes in self-esteem.

Improvements in personal/social ratings, relationship ratings, and ratings of general behavior of six-week campers (coupled with the lack of improvement by two-week campers) speak well for the six-week camp experience. More informal data collection (daily logs, interview, observation) also consistently supported the value of the six-week camp experience.

While it might be anticipated that the campers in functioing independently of their parents, would perceive themselves to increase their locus of control, this apparently did not happen. It is unclear as to why no improvement was found in the children's feelings of control over their environment.

The lack of improvement displayed in the campers' independent functioning was consistent with prior findings by Sessoms and his colleagues (1978) in the Easter-in-the-Pines study. Both the present investigation and that of Sessoms (1978) employed the Adaptive Behavior Scale (ABS) as a measure of this variable. In an independent study by Kawasaki (1979) accomplished with two-week and six-week campers selected from the same population used by the current researchers, improvements were reported for six-week campers in many physical skills. Parents and counselors rated the boys on their abilities to feed themselves, make a bed, dress, brush their teeth, wash their hands, push their wheelchairs, open doors, and use the toilet. Kawasaki's categories were obviously similar to those of the ABS. The apparent discrepancy in the findings of the two studies is difficult to explain. Obviously, further study needs to be completed in this area.

CONCLUSION

I would have to concur with Sessoms and his colleagues (1978) who concluded that two weeks is not long enough time to bring about any kind of dramatic changes in campers. It would seem that the six-week camp experience is much more likely to produce measurable gains on the part of campers.

In summary, both scientific and naturalistic inquiry suggest the positive value of the six-week camp experience. Campers benefited from the greater length. The statement of one of the Camp Riley counselors summed up the need to extend the traditional two-week camp period. The counselor said, "In two weeks we are just getting started and the campers are gone."

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TABLE 1

SELF-ESTEEM SCORES

	1	2	3	4
Group A	34.38	34.25		
Group B			33.50	33.00
Six-Week Campers	35.58	35.08	33.75	37.83

Note: The four testing points were (1) pre-camp, (2) after two weeks, (3) after four weeks, (4) after six weeks.

TABLE 2

DUE-LOC SCORES

	1	2	3	4
Group A	12.00	10.50		
Group B			7.50	10.13
Six-Week Campers	10.42	10.92	11.75	10.58

Note: The four testing points were (1) pre-camp, (2) after two weeks, (3) after four weeks, (4) after six weeks.

TABLE 3

RELATIONSHIP RATINGS

	1	2	3	4
Group A	19.38	19.00		
Group B			20.50	16.00
Six-Week Campers	15.17	14.92	19.25	19.58

Note: The four testing pints were (1) pre-camp, (2) after two weeks, (3) after four weeks, (4) after six weeks.

TABLE 4

GENERAL BEHAVIOR RATINGS

	1	2	3	4
Group A	31.29	28.13		
Group B			30.50	27.38
Six-Week Campers	24.17	28.42	29.67	34.42

Note: The four testing points were (1) pre-camp, (2) after two weeks, (3) after four weeks, (4) after six weeks.

TABLE 5

PERSONAL/SOCIAL RATINGS

	1	2	3	4
Group A	55.25	54.50		
Group B			65.14	65.25
Six-Week Campers	64.17	64.00	66.25	68.75

Note: The four testing points were (1) pre-camp, (2) after two weeks, (3) after four weeks, (4) after six weeks.

"A WALKING ACCESSIBILITY TOUR"

NORMA J. STUMBO
COORDINATOR OF INDEPENDENT LIVING SKILLS
TODCOMP, COLUMBIA, MISSOURI

In 1961, the first federal concern over architectural barriers to the handicapped surfaced. In that year standards for architectual accessibility were established by the American National Standards Institute (ANSI). (The ANSI standards have since been revised and a new set of standards were published in early 1980.) The major thrust for accessibility, however, came with the enactment of Public Law 90-480, the Architectural Barriers Act of 1968. In brief, the law states that "any building or facility (other than private residences and military installations) that...is to be constructed or altered by or on behalf of the United States; leased in whole or in part by a grant or loan by the United States..; or to be financed in whole or in part by a grant or loan by the United States....is subject to standards for design" and must be made accessible to and usable by the physically disabled.

As a direct result of P. L. 90-480, many other federal laws have been passed that mandate accessibility in varying areas.

Most states have similar legislation adopting the ANSI standards in concurrence with Federal mandates, although some have specified their own design standards. Regulations regarding accessibility are most commonly found in State Statutes or building codes.

Although standards have been set; compliance and enforcement of this compliance, has been difficult, if not impossible. Enforcement mechanisms have been generally weak and ineffective, making a large gap between the law and the reality.

Since many private sectors do not fall under the legislation umbrella, the gap is not between the law and the reality, but between the need for accessibility and the concern to accomplish it. That concern, or perhaps attitude, is a key element to generating accessible facilities and programs.

Along this line, session participants were temporarily "handicapped" as they were either blindfolded or placed in wheelchairs. Bradford Woods is noted for its accessibility but participants soon realized that distances become longer, obstacles become larger, and slopes become steeper when disabilities are added. Those with blindfolds learned to use auditory and touch cues, with cooperation of key elements.

Many by-standers chuckled and thought the group had "lost their marbles" for completing this experience in a downpour of rain. However, the participants (or anyone who does the type of experience) learned several things. Among those are:

1. Usability is essential. A slight variation from standards may cause too steep a grade in ramps or too

narrow of a door in restrooms.

2. To determine usability and accessibility a handicapped person must be included in planning, implementation, and evaluation activities. At a minimum, an able-bodied person should use a wheelchair, crutches, blindfold, etc., to test the area. (This should be used as a last resort because mobility limited people deal with barriers every day that might be overlooked by someone else.)

3. Energy is at a premium for those who use adaptive devices. Functioning muscles may have to compensate for those lost, balance may be slightly off, or sensation might be lacking. (The quality and upkeep of adaptive devices also effect mobility and involvement.)

4. Changes in weather conditions causes problems of slick surfaces and loss of handgrip, crutch support and familiar orientation markings.

5. Cooperation is utilized to a great extent for both guidance and moral support.

6. To become actively involved a handicapped person must be dedicated and truly interested in a program to deal with the barriers involved toward participation.

7. People are people. Everyone is inconvenienced by a handicap at one or another time in their life.

Participants gained tremendous insight into the problems of accessibility during this session, and would suggest that this technique could be utilized in a variety of settings. Camp counselors, educators, recreation leaders, administrators, architects, and construction and maintenance personnel could all benefit from this type of experience.

The concern to eliminate barriers must start with each of us if accessibility is to be a thing of tomorrow!

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DEVELOPING MODEL CAMPS RESPONSIVE TO THE INDIVIDUAL NEEDS OF SPECIAL CHILDREN*

THOMAS M. SHEA, ED. D., PROFESSOR OF SPECIAL EDUCATION
SOUTHERN ILLINOIS UNIVERSITY, EDWARDSVILLE, INDIANA

By way of introducing the topic of this paper, I should like to briefly discuss my personal background and experience. I came upon the area of camping for special children via the back door. I am a special educator trained primarily to work with behavior disordered and severely emotionally disturbed children and their teachers.

Personal and professional involvement in outdoor education and camping for special children is a consequence of my duties as an administrator and university instructor. When I began teaching at Southern Illinois University at Carbondale in the mid-1960's there were no educational services for severely emotionally disturbed children in the area.

As a professional educator, I am firmly committed to training teachers in experiential settings which closely approximate the environment in which trainees will be employed after graduation from the university. In a phrase, "trainees learn to teach by teaching."

In an effort to overcome the disadvantage of not having a viable training facility, my associates and I organized the Day School of Emotionally Distrubed Children (Shea, 1978). This special school served twenty-four children on any given day and over one hundred during its initial three years of operation. The school operated nine months each year. Staff personnel specialized in the education of severely emotionally disturbed children, i.e. psychotic, autistic, schizophrenic, and the like.

As the school matured, the staff noted the children regressed in all areas of learning during the three-month summer vacation, as well as during winter and spring vacations. Many hard "fought for gains" observable in May were either totally or partially lost by September. These regressions necessitated that we devise some program which would, at least, partially insure against the children's losses during vacation. However, we did not want a program in the same format as used in the nine-month academic year. Both children and staff needed a change. We did wish to continue teaching in the three learning domains, i.e. cognitive, affective and psychomotor.

After considerable discussion the staff agreed that "a camp" was the solution to the dilemma. However, the camp would have to be unique. It must be designed to respond to

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*Portions of this paper are from T. M. Shea, Camping for Special Children, St. Louis: The C. V. Mosby Company, 1977. Reproduction is with the permission of the Mosby Company.

the individual strengths and deficiences of the children. It must insure against regression in all learning areas, as much as feasible.

Thus was conceived the first summer residential camp associated with the Day Camp. Over the next several years, this effort was followed by a series of camps for several special populations. Each program was designed to respond to the children's needs. Camps were operated to meet the needs of learning disabled, emotionally disturbed, educable mentally handicapped, multiple handicapped and other groups. These programs included (1) a day camp for elementary school age special children, (2) an evening weekend camp, (3) a day camp for preschool special needs children, (4) a residential camp for special populations, i.e., educable mentally handicapped, emotionally disturbed, and so on, (5) a special purpose residential camp designed to teach specific life-experience or instructional units, and (6) a wilderness camp for disturbed adolescents.

These experimental camps have consumed the best part of my professional life during the past fifteen years. I have received more than I have given to the children, college and high school students, and staff persons associated with these programs. As I progress in this paper you will realize I have yet a great deal to learn about camping and outdoor education for special needs persons.

LEGISLATIVE AND ADMINISTRATIVE OCCURRENCES

Recent federal legislation related to the education of handicapped persons will have a significant impact on the future of camping and outdoor education. Those of us involved in these fields of endeavor should take action now or in the very near future to demonstrate the psychomotor, cognitive, affective, and social benefits children derive as a consequence of our services.

Section 504, Public Law 93-112 (The Rehabilitation Act of 1973) establishes equal rights for all handicapped persons.

Among the provisions of this Act of particular importance to outdoor educators, recreation and camping specialists, and special educators are (1) program accessibility, (2) a free appropriate public education for all handicapped children at preschool, elementary, and secondary school levels, (3) post secondary education free of discrimination, (4) the facilities and services of health, welfare, and social service institutions free of discrimination, and (5) equal employment and promotion opportunities.

This law requires each of us to analyze and evaluate our work, recreation, and socialization environments relative to these provisions. Camps, outdoor education centers, and recreation programs and facilities are not exempt from the law.

On November 29, 1975, President Ford signed Public Law 94-142, which in a bipartisan effort was passed both by the House of Representatives and the Senate by overwhelming margins. This legislation, known as the Education of All Handicapped Children Act of 1975, mandates a free, appropriate public education be provided for all handicapped children.

Of great significance to outdoor educators and recreation and camping specialists concerned with persons with handicapping conditions is Sub-section,

presented below, specifically refers to our services as needed and necessary under the provisions of P. L. 94-142.

> "As used in this part, the term 'related services' means transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in school, and parent counseling and training (Federal Register, August 23, 1977, Part II, Vol. 42, No. 163).

As can be seen, "recreation" is referred to specifically in 94-142 and by implication outdoor education and camping may be included under related services.

Several occurrences of administrative nature have taken my attention during the past few weeks. These are related to summer programs for handicapped children. These occurances are few but appear to be an omen for for the future of our disciplines.

The first incident occurred in St. Louis County, Missouri. I served as a consultant to an attorney of the parents of an autistic child. The child was programmed by the school district for nine months each year. The parents maintained that their child regressed during the summer vacation and needed a 12 month program if he was to be effectively educated. The district disagreed. The case was decided in a due process hearing. During the hearing both parties presented expert witnesses and data supporting their position. A decision was taken against the parents' position, however, only because a summer program was not written into the child's Individualized Education Program. It was implied that a summer program would have been ordered if such a service was included in the child's IEP.

A similar case occurred in southern Illinois in the spring of 1980. The results were similar to those in the St. Louis County case. I am sure other hearing's are occurring throughout the country.

However, it must be remembered that in both cases a summer program or 12-month program would have been ordered by the hearing officer if it was written into the child's IEP.

Perhaps of even greater significance is a memorandum issued to the Illinois school superintendents on February 11, 1980 by the Commissioner of Education, Joseph Cronin and reported in the iddaa Advocate (1980).

"In this memorandum, it is clearly stated, 'services appropriate to meet the student's needs as determined through a case study evaluation and by consensus of a multidisciplinary staffing...must be provided to the student...at no cost to parent(s) or guardian(s).'" Cronin goes on to say that summer school must be provided (and written into the IEP) if 'regression caused by the interruption... renders it impossible or unlikely that the student will attain the level of self-sufficiency and

independency that the student would otherwise be expected to reach...'"

"On May 10, 1980, the Office of Civil Rights published a memorandum regarding a school districts' obligation to provide summer school for a profoundly retarded student. In the case cited, summer school was not written into the IEP, thus the school district was not obligated to pay for it. However, the decision also states, 'Under Section 504, school must use the same method for determining whether a child needs special education in the summer as is used for determining whether special courses are required during the school year.'"

"Cronin, OCR, P. L. 94-142 and 504 all say the same thing: Each student must be evaluated INDIVIDUALLY to have his or her educational needs determined and programmed."

I believe, as a professional educator, that summer programs should be provided for those handicapped children who need this service. I further believe that the program should differ somewhat from the school year program which tend to emphasize academics and preacademics. It is suggested that individualized outdoor education and camping programs become a part of the child's IEP if need is determined. It is further suggested that their programs be designed to respond to the child's psychomotor, affective, and social needs, as well as his or her academic needs.

INDIVIDUALIZED EDUCATION PROGRAM

For the outdoor educator and recreation and camping specialists, the Individualized Education Program provisions of Public Law 94-142 require that we:

1. systematically assess the strengths and deficiences of each special needs child relative to the educational and recreational services of our specific discipline;

2. that the resultant data be translated into goals and specific instructional objectives on which the child's activity program is to be built;

3. that activities be designed and implemented in response to each child's goals and objectives; and

4. that the effectiveness of these individualized activity programs be objectively evaluated.

The concept of the IEP is not new; nor is it complex. It has a long history in the field of special education. It has been called prescriptive teaching, diagnostic teaching, clinical teaching, individualized instruction and so on. We must not be confused or threatened by the professional and bureaucratic jargon which accompany this concept in the 1980's.

The IEP requires developing and offering service in response to the specific needs of each special child and evaluating the effectiveness of those efforts.

BENEFITS OF THE SPECIAL CAMP

Handicapped children, like nonhandicapped children, are curious, adventuresome human beings. They naturally seek learning, change, attention, enjoyment, and rest. They wish to accept themselves and

to be accepted by others. They desire to be "someone" to themselves and to others.

Camping can be a vehicle to help the child meet his universal human needs and individual special needs. In camp, whether residential or day, evening or weekend, the child is provided with the opportunity to learn, grow, succeed, and find pleasure in a planned, controlled setting. The benefits of camping are derived primarily by the child; however, parents, brothers and sisters, teachers, and others can profit by his attendance.

The benefits of the camps vary with the model being utilized. However, each child accrues some personal, social, emotional, cognitive and psychomotor benifts.

DIAGNOSTIC BENEFITS

It is difficult to carry out a comprehensive multidisciplinary diagnostic evaluation in a community setting without an inordinate expenditure of time, effort, and funds. A community-based diagnostic process, even if staff, time, and funds are available, causes considerable inconvenience to the child, parents, teachers, and the mental health professionals.

The preciseness, intensity, and duration of the diagnostic process can be enhanced in the camp setting. For example, in the camp, the child needing a diagnostic evaluation can be made available to the diagnostician for the required length of time with little difficulty. Both camp and cooperating community agency can arrange ample time for intensive evaluation of the child's strengths and weaknesses. A key element in the diagnostic process is direct observation of the child in a variety of structured and unstructured settings. Trained camp personnel can provide observational data to the diagnostic team.

PLACEMENT BENEFITS

Camps can benefit the child in two ways when placement out-of-the-home is desirable. First, the camp can be used as a short-term placement center; second, the camp can be used for trial placement.

When family and community problems make short-term residential placement necessary, the camp is an ideal setting. Camp is universally accepted as a desirable placement for a child. The image of camp, in the eyes of the average citizen, connotes pleasure, fun, excitement, normalcy, and health. It avoids the stigma attached to foster homes, special schools, and detention centers.

Camp is an excellent placement when the family is attempting to determine the child's reaction to living away from home. Trial placement can answer such parental concerns as:

- -Can my child tolerate residential placement?
- -Can my child benefit from residential placement?
- -Can our family tolerate placing our child in a residential setting?

REMEDIAL BENEFITS

A camp with a well-designed program assists the child by providing opportunities:

- -To acquire knowledge and skills needed for success
- -To reinforce newly acquired but not habituated behavior
- -To revitalize and apply previously learned and neglected knowledge and skills

-To apply knowledge and skills in the environment

Camp remediation programs ensure that the child remains an active learner during vacation periods. In this way, the commonly observed academic and social emotional regression that is characteristic of many children and adolescents during long vacation periods is avoided.

PERSONAL BENEFITS

Camping helps the child improve self-care skills, build self-confidence and improve self-awareness of unrealized potential. The child can be trained in personal hygiene as well as in the care and use of personal and community property. Older children can learn self-care and survival skills such as first aid, cooking, shelter building, fire building, safety, and conservation of human and natural resources.

Special campers are given a variety of opportunities to learn how to utilize their leisure time in enjoyable, productive way by playing field and table games, by engaging in arts and crafts and by reading and listening for pleasure. At camp, particularly in residential and wilderness camps and on field trips, the children are involved in exciting new adventures. They are afforded opportunities to test their personal, social, and emotional strengths in unknown but supportive situations.

Camping with acceptable and accepting adults has a positive effect on the child's perception of himself as a human being, a child, a learner, and a friend. Camp activities modify the camper's perception of others, especially adult authority figures, such as counselors and instructors.

SOCIAL BENEFITS

In the camp setting the child has an opportunity to learn and experiment with newly acquired social skills in a controlled environment. He learns how to get along with others in a communal setting. He quickly discovers that community living requires much give and take and that his personal wishes must frequently be subordinated to the wishes of the group. He recognizes that his behavior affects others and that the behavior of his peers and counselors affect his behavior. He learns to accept responsibility for others and to respond positively when others act responsible toward him.

Cooperative work skills are difficult to learn for many children. At the camp, children learn that they must work cooperatively with others, peers and adults, if projects are to be completed. For example, if a puppet show is to be produced, lunch is to be served, games are to be played, or a tent is to be erected, all members of the group must cooperate.

For older children camping can be an experience in self-government. The boys and girls are encouraged to plan, implement, and evaluate their own programs and activities.

EMOTIONAL BENEFITS

Emotional release is permitted and occasionally encouraged in the camp environment. Children have opportunities to express their real and imagined fears and hostility without concern for

punishment or embarrassment. In camp, the child can be honestly afraid of the unknown and become angry at the world of real obstacles under the guidance of counselors who help him understand his fear and channel his energies into meaningful activity.

Children learn self-control through discussion of their unacceptable behaviors. They are encouraged to experiment with alternative behaviors that are most acceptable to others, thus less personally harmful.

They learn that group living requires limits that must be followed for the benefit of others. Most important, they learn that discipline can be impersonal, consistent, and nonviolent. They learn that even though their behavior is occasionally unacceptable, they are accepted and acceptable.

PHYSICAL BENEFITS

Campers can improve their physical stamina and increase their motor skills through participation in remedial and recreational activities in a well-planned cycle of work, play, and rest. The child has the opportunity to increase his physical strength as well as to develop the physical-social skills he needs to participate in games. Through sequential individualized activities, each child learns to achieve increasingly more complex physical feats. The child learns to take satisfaction in physical achievements.

BENEFITS TO FAMILY, TEACHERS, COUNSELORS, VOLUNTEERS, AND TRAINEES

Each adult involved in a camping program grows in awareness of himself as a human being and of his effect on others. The adult learns that achievement for the handicapped child is not simply a matter of desire but of hard work over an extended period of time. The child's efforts require extraordinary self-control, concentration, and persistence.

For instructors and counselors, camp is an opportunity to observe themselves and the children in a unique environment.

Teachers discover that the parent of the handicapped child has many problems of which they, as professionals, are unprepared to manage.

For the parent, the child's attendance at camp may be a brief respite from years of constant concern and anxiety. Those persons without a handicapped child in their home have little idea of the intense involvement demanded of parents who must live 24 hours a day, 365 days a year, with a severely or moderately handicapped child.

THE DAY CAMP

The day camp model is based on Camp R & R (recreation and remediation), a special 6-week day camp that I operated at Southern Illinois University at Edwardsville from 1970-1975, and is the result of observations of the actions and reactions of over 250 exceptional boys and girls who attended during the 5-year period.

PURPOSES AND OBJECTIVES

The purpose of the day camp is to render educational assessment, remediation, recreation, and socialization services to elementary school age emotionally disturbed, socially maladjusted, learning-disabled, and experiencially handicapped children. This purpose

is attained through the individualized programming of each child's psychomotor, affective, and cognitive abilities and disabilities.

The camp is composed of three distinct yet complimentary units: an educational assessment and prescriptive programming unit, a remediation unit, and a recreation-socialization unit.

The objectives of the educational assessment and prescriptive programming unit are:

1. To obtain from each child enrolled in the camp a sampling of test results in each of the learning domain: psychomotor, affective, and cognitive. The results of this assessment are translated into a tentative individual prescription for learning.

2. To familiarize the child with assessment or test setting, reduce his anxiety surrounding testing, and instruct him in productive test-taking behavior.

3. To conduct systematic observations of the child's performance during activities. The results of this informal assessment are applied to the prescription for learning.

4. To transmit the results of the assessment and the tentative prescription for learning to remediation and recreation-socialization personnel for implementation into the child's program of activities.

5. To develop and transmit, in cooperation with remediation and recreation-socialization personnel, the child's prescription for learning to the referring agent: parent, teacher, physician, psychologist, or social worker.

The objectives of the remediation unit are:

1. To implement, via planned program activities, the tentative prescription for learning proposed for the individual child by assessment personnel.

2. To integrate new data arrived from the systematic observations by assessment personnel into the prescription for learning.

3. To systematically observe and evaluate the effectiveness of the prescription for learning.

4. To design effective behavior management interventions for the child. These interventions are included in the prescription for learning.

5. To cooperate with assessment and recreation-socialization personnel in the development of the prescription for learning to be transmitted to the referring agent.

The objectives of the recreation-socialization unit are:

1. To implement, via planned program activities, the tentative individual prescription for learning.

2. To integrate new data derived from systematic observations by assessment personnel into the prescription for learning.

3. To systematically observe and evaluate the effectiveness of the prescription for learning. Information derived from this function is used to modify the prescription.

4. To design and implement effective behavior management interventions for the child. These interventions are included in the prescriptions for learning.

5. To facilitate the development of individual and group recreation and socialization skills, via planned activities that are appropriate and meaningful to the child.

6. To plan opportunities for the child to engage in personally rewarding and enriching activities.

7. To cooperate with assessment and remediation personnel in the development of the prescription for learning to be transmitted to the referring agent.

POPULATION

The number of exceptional children enrolled in the summer day camp ranged from 35 to 72 during the 5-year period. This number was primarily determined by the severity of the handicapping conditions among the population and by the availability of staff and facilities. It is generally true that a direct ratio exists between the severity of the handicapping conditions represented among the children and the number of staff members required to operate the program efficiently. Forty appears to be the most manageable number of children for this model.

Care should be taken to ensure that the overall camper-to-counselor ratio does not exceed 5:1 when mildly to moderately handicapped children are admitted. If severely handicapped children attend camp, the ratio must be no greater than 3:1. In those special circumstances where austic children attend camp, the ratio is reduced to 1:1.

The population is divided into groups of five or six children. Each group is supervised by one or two counselors.

The children are grouped by age. However, within the age groups, the children are grouped heterogeneously according to skill, ability, sex, handicap, and so on. For example, during the summer of 1975, the 12 children in the 9-11 year age group were organized into 2 groups of 6 children. Each group was organized homogeneously according to age (each group was composed of 9-10-11 year olds) and heterogenously according to sex, handicap, degree of handicap, interests, and abilities. No group contained a single boy or a single girl.

The children admitted to the day camp range in age from 6-11 years. Experience indicates that younger children do not have the skills required to participate productively in activities; older boys and girls are bored with the activities, which they consider "baby stuff."

There are a few restrictions of the classification of exceptional children admitted to the camp. Experience indicates that learning-disabled, educable mentally retarded, and experiencially handicapped children benefit most from remedial activities, special events and field trips. Emotionally disturbed and socially maladjusted children benefit greatly from socialization and recreation activities, especially small-group activities.

PROGRAM DESCRIPTION

Variations of the materials and program presented here were until during the summers of 1971 through 1975. The model should be modified according to the needs of the children in the specific situation.

ASSESSMENT AND PRESCRIPTIVE PROGRAMMING UNIT

The formal assessment instruments administered by unit personnel

Auditory Discrimination Test (Wepman, 1958)
Developmental Test of Visual-Motor Integration (Beery, 1967)
Purdue Perceptual-Motor Survey (Roach and Keshart, 1966)
Slosson Intelligence Test for Children and Adults (Slooson, 1963)
Wide Range Achievement Test (Jastak, Bijou, and Jastak, 1965)

These instruments are administered to each child during the first week of the session unless they have been recently administered by referral agency personnel and the results have been forwarded to the camp. Approximately 4 hours are needed to complete the assessment.

Formal assessment days are supplemented by the information of the application forms.

Assessment personnel continue the child's evaluation, in cooperation with other camp personnel, throughout the session by means of observation and specialized assessment instruments as needed.

All assessment data are incorporated into the final prescription for learning.

REMEDIATION UNIT

All children attending camp participate in remedial programs for a minimum of 2 hours during the 6-week session. The program includes individual instruction in school-related, preacademic and academic skills.

Among the subjects presented to the children are:

Language development and communication skills
Conceptualization skill development
Memory training
Tactile discrimination skill training
Visual-perceptual training and listening skills
Fine motor coordination
Reading
Writing
Arithmetic
Spelling
General and specific information enrichment
Social studies
Physical sciences

The children's time with remediation personnel is divided between individual and small-group activities. During individual activities, emphasis is on achievement and/or mastery. During small-group activities, in addition to achievement emphasis is focused on group participation, the development of interpersonal skills, and the use of social amenities.

RECREATION-SOCIALIZATION UNIT

Recreation and socialization activities are planned to respond to the child's functional level and individual needs. This program includes individual and group activities. Although the children participate in group activities, minimal emphasis is placed on competition. The children are encouraged to develop their personal skills and to compete with themselves. Among the activities presented are:

Gross motor training
- Walking
- Crawling
- Running
- Skipping
- Hopping
- Jumping
- Rolling
- Throwing
- Catching
- Hitting
- Tumbling
- Balance beam activities
- Swiming
- Field and circle games
- Foot races
- Obstacle course and relay races
- Tug-of-war
- Creative dance and creative movement
- Swimming
- Softball
- Tag
- Volleyball
- Badminton
- Hiking
- Camp-outs
- Fishing
- Nature study
- Arts and crafts
- Dramatics and puppetry
- Woodwork
- Finger and water color painting
- Sand and clay sculpturing
- Singing
- Food preparation
- Outdoor safety

Also included in the recreation-socialization unit's responsibilities are special activities:

Interpersonal skill development: Emphasis is focused on the development of interpersonal and group skills by means of group discussions, cooperative camper-counselor planning and evaluation of activities, and individual camper-counselor discussions.

Movie: Educational entertaining movies are viewed by the campers during the summer. This activity is offered (1) after unusually tiring physical activity, (2) to prepare children for field trips, and (3) on rainy days.

Table games: Checkers, chess, Tip-it, cards, and so on, are scheduled daily immediately before or after lunch. This provides the chilren a time to relax while developing skills that can be used in the noncamp setting.

Special events: Fridays at camp are reserved for special events program, which includes visits to places of historical and educational interest, parties, carnivals, and special athletic events.

Lunch: The lunch period is a planned activity. Frequently, children are enrolled who must be trained in proper eating habits and table manners.

All activities not specifically assigned to the other two units are the responsibility of recreation-socialization personnel.

Weekly and daily planning

Remediation and recreation-socialization activities are preplanned for each child and/or small group of children to be involved. Instructors and counselors use a variety of forms to facilitate the organization of the program.

Form A is used in the weekly planning of activities. Instructors and counselors are requested not to select more than six objectives per week. The same objectives may remain the focus of the program for more than 1 week. Objectives are written in specific behavioral terminology.

Form B is used to assist the instructor and counselor in converting the weekly objectives into time periods, specific activities, and locations for the activities. It is also helpful to the coordinator, assistant coordinators, and assessment personnel, who must observe the child, provide supervision for counselors and instructors, and facilitate the availability of the needed personnel, equipment, materials, and space.

Form C is used to plan specific activities. Instructors and counselors complete Form C for all activities directly correlated with the weekly objectives stated on Form A.

Form D is used to facilitate planning, organization, orderly implementation, and evaluation of the behavior management interventions.

ADVANTAGES AND DISADVANTAGES

The advantages of the day camp for handicapped children are:

1. Data about the child are easily obtained from parents, teachers, physicians, and others in the community.
2. Campers can be assigned to small groups to facilitate the individualization of their assessment and activity programs.
3. The probability of developing productive communications with parents, teachers, therapists, and physicians is enhanced.
4. A 6-week session assures that the child will be in attendance for sufficient time to complete the assessment and to plan and implement a viable prescription for learning.
5. The 6-week session facilitates the actual remediation of some of the child's handicaps in the mild-to-moderate range of severity.
6. Many volunteers, counselors, and instructors are available in the community.
7. The needed physical facilities are minimal.
8. The organization and administration is simple in comparison with other models.
9. It is inexpensive.
10. It is visible to the community and consequently receives excellent support.

The disadvantages of the camp are:

1. It is not the most effective model for the remediation of severe behavior and learning handicaps.
2. Transportation to and from camp is often difficult to arrange and administer.
3. Transportation for special events is expensive.
4. Facilities for self-care, behavior management, and recreation, such as showers, isolation facilities, and swimming facilities, are often unavailable.
5. Absenteeism among campers, staff, and volunteers is high.
6. Parental concern often inhibits the implementation of desirable interventions with consistency.
7. A 24-hour-a-day therapeutic milieu cannot be established; thus, much of the program's potential impact on the child may be diluted in the home and community during noncamp hours.

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FORM A

Child or group_____

Instructors, counselors, assessors_____

_____

Dates: from_____to_____

Assessment objectives 1 (with all objectives state in behavioral terms what will be done to attain the objective)

_____

Subobjectives:

a._____

b._____

c._____

d._____

e._____

Comments:_____

Remedial objective 1_____

_____

Subobjectives:

a._____

b._____

c._____

d._____

e._____

Comments:_____

Remedial objective 2_____

_____

Subobjectives:

a._____

b._____

c._____

d._____

e._____

Comments_____

WEEKLY PLAN FOR THE DAY CAMP

FORM A - cont'd

Recreation-socialization objective 1_____

_____

Subobjectives:

a._____

b._____

c._____

d._____

e._____

Comments:_____

Recreation-socialization objective 2_____

_____

Subobjectives:

a._____

b._____

c._____

d._____

e._____

Comments:_____

Other objectives_____

_____

Subobjectives:

a._____

b._____

c._____

d._____

e._____

Comments:_____

WEEKLY PLAN FOR THE DAY CAMP

FORM B

Child or group_____

Instructor, counselors, assessors_____

_____

Day of week_____Date_____

TIME SEGMENT	ACTIVITY	EQUIPMENT AND LOCATION
9:00-9:30 a.m.	(Briefly describe the activity.)	(Be as specific as possible.)
9:30-10:00		
10:00-10:30		
10:30-11:00		
11:00-11:30		
11:30-12:00		
12:00-12:30 p.m.		
12:30-1:00		
1:00-1:30		
1:30-2:00		

DAILY RECORD FOR THE DAY CAMP

FORM C

Child or group_____

Instructor or counselor_____

Day of Week_____ Date_____

Specific Objectives	Equipment and Materials
(State the specific objective to be emphasized in this activity in specific terminology and in terms of camper performance.)	(State the type of equipment and materials needed for the activity.)

Time and Location	Procedures	Formation	Teaching points
(State where and when the activity is to be conducted)	(Describe the activity to be conducted to attain the objective. Explanation should focus on activity sequence, group formations, motivation techniques and behavior management techniques)	(For recreation activities, present a diagram of the formation)	(State points to be stressed reviewed and/or discussed with the individual or group after the activity)

Evaluation (Evaluate the activity relative to (1) attainment of the objective, (2) camper interest and behavior, (3) efficiency of method, and (4) level of active participation)

ACTIVITY PLAN FOR THE DAY CAMP

FORM D

Child or group_____

Instructor or counselor_____

Target Behavior	Intervention	Comments
Behaviors to be increased 1. (in specific 2. behavioral, state 3. the three behaviors the child or group is to increase)	1. 2. 3. (In specific behavorial terminology, describe the intervention to be applied to change the target behavior)	1. 2. 3. (Note information on the characteristics of the behavior before the imposition of the intervention: type, intensity, duration, and frequency. Note information on methods to be used to evaluate the effects of the intervention)
Behaviors to be decreased 1. (In specific 2. terminology, state the three 3. behaviors the child or group is to decrease)	1. 2. 3. (In specific behavorial terminology, describe the intervention to be applied to change the target behavior)	1. (Note information on the characteristic of the behavior before the imposition of the intervention: type, intensity, duration, and frequency. Note information on methods to be used to evaluate the effects of the intervention)

BEHAVIOR INTERVENTION PLAN

SPECIAL EDUCATION OUT-OF-DOORS

MARK D. HAVENS, TRAINING DIRECTOR
PROJECT TORCH
BRADFORD WOODS, MARTINSVILLE, IND.

Special education has experienced rapid growth over the past twenty-five years. Still, professionals involved in the education of handicapped children (i.e. special educators, recreational therapists, adaptive physical education teachers, etc.) have voiced difficulties in providing a complete educational program for their students. Some past statements that have been recorded include:

"my severely handicapped students often times have great difficulty understanding abstract concepts"

"because of the usual five or six hour school day, it is difficult to accurately diagnose my students' level of educational performance"

"it is difficult to provide a variety of learning activities/ experiences which create enthusiasm among my students and myself"

"there is a great deal of inconsistency in teaching a skill due to the lack of carry-over once my students leave the classroom"

Numerous attempts have been made at solving these problems listed above, as well as the many others that exist. The availability of new teaching techniques along with the updated curriculum materials have had varying degrees of success in alleviating the above mentioned problems.

A methodology which has existed for several decades and has not been exploited to it's full potential is that of OUTDOOR EDUCATION. This "tool" for learning has been utilized even less with handicapped students. It is felt by many, that this medium for learning can be effective in the overall rehabilitation and remediation program of all handicapped students. Consider the following examples as they relate to the statements/problems listed above:

-in the out-of-doors, the handicapped student can apply abstract concepts because the object being studied is usually at hand

-the residential outdoor education program provides the leader with an opportunity to observe the learner over a 24 hour period, making a diagnosis much more complete

-a competent leader of outdoor programs has a myriad of enthusiasm-creating activities to choose from (i.e. swamp walks, night hikes, adventure activities, etc.) making teaching and learning more exciting

-the residential setting allows for the consistency needed in the learning of all skills

WHY THE LACK OF OUTDOOR PROGRAMS?

A question often asked is: If outdoor education is such an effective approach to learning, why has it not been utilized with handicapped students? The answer to this question is that three

major obstacles must be overcome before outdoor programs become a reality with the handicapped. They include:

1. A lack of outdoor education availability (i.e. facilities, accessible resource sites, etc.).

2. A lack of personnel with the skills necessary to conduct such programs.

3. A lack of tested and validated curriculum materials in outdoor education with the handicapped.

IS ANYTHING BEING DONE?

As a result of the obstacles listed above, attention was brought to the need for the training of personnel in outdoor education with the handicapped. In 1977, the United States Department of Education (then HEW) funded a grant (Project TORCH) to develop a model-competency based inservice training program in outdoor education with the handicapped.

The project had the ultimate goal of enhancing the total learning process of handicapped children, through their involvement in outdoor education programs as a part of their Individual Education Programs (IEP).

The training curriculum is centered on developing the knowledge and skills necessary to utilize the out-of-doors as a medium to achieve objectives specified in a handicapped student's IEP. The project trainees (special educators, recreational therapists, adaptive physical education teachers, etc.) learned to develop outdoor utilization plans applicable to student needs and reflective of school/agency capabilities. More specifically, trainees developed the ability to:

-formulate a rationale for special education out-of-doors (outdoor education)

-gain administrative, fellow teacher and parental support for the implementation of outdoor programs

-individualize the objectives and activities of the outdoor program

-employ both formative and summative evaluation to the program

WHAT DOES AN OUTDOOR PROGRAM CONSIST OF?

Outdoor education does not consist solely of a residential camping experience or a specific activity such as "tree identification." In order to provide effective outdoor programs, all available resources must be identified and utilized, allowing for carryover to the classroom and most importantly, the daily life of the student.

It is essential for the teacher or leader to build up the residential experience by implementing outdoor related activities in the classroom, on the playground, at the local park, or any other available resource site. For example:

-initiative tasks (group problem solving activities that promote social interaction) can be accomplished in the classroom

-orienteering activities (use of map to find direction) can be done on the school playground

-campcraft activities (fire building, knot tying, etc.) can be implemented at the local park

By incorporating these lead-up activities into the regular curriculum, the residential outdoor experience emerges as an educational medium, instead of becoming a 'mere' outing. Of equal importance is the follow-up of the residential experience with additional activities, thus providing a complete outdoor education program.

HOW ARE OUTDOOR ACTIVITIES EDUCATIONAL?

In 1975, Public Law 94-142 (Education for all Handicapped Children Act) was written into law. This law requires that all handicapped children have an Individual Education Program (IEP), consisting of a written document that outlines the handicapped child's specific needs along with a program to meet those needs. An important component of the IEP consists of written behavioral objectives which are individualized for each student. These objectives are to be accomplished by the student throughout the year.

Outdoor activities have proven to be effective in the achievement of IEP objectives. Providers of outdoor programs have found that specific outdoor activities are essential in the achievement of IEP objectives. Consider the following:

IEP Objective	Traditional Classroom Activity	Outdoor Activity
the student will increase expressive language skills by using three appropriate adjectives to describe a tree with 80% accuracy	the student is asked to use three adjectives to describe the touch, taste and smell of a tree (pictures of trees are used)	the student is asked to use three adjectives to describe the touch, taste and smell of a real tree

The outdoor activity in this case would provide first hand experience with a real tree allowing for a better chance of achieving the IEP objective. Observing a picture of a tree in the classroom and discussing it's characteristics would be an excellent lead-up activity, before going out to the real object being studied.

Many people feel that outdoor activities are recreative in nature, offering very little in the way of actual learning. On the contrary, outdoor activities contain many inherent learning processes. Consider the educational potential of the following activity:

Activity: Pine Cone Bird Feeders

Format: Mix together one teaspoon each of bread crumbs, bird seed, corn meal, oatmeal and one-half teaspoon of peanut butter. Spoon the mixture between the openings of the pine cone. Tie a string on the pine cone and hang outside.

Learning Processes Include:

a. the development of fine motor skills by
-mixing ingredients
-spooning ingredients into the pine cone
-tying a string to the end of the pine cone

b. the development of independent living skills by
-measuring the ingredients
-tying a knot in the string

c. increasing general knowledge and comprehension by
-discussing the characteristics of local birds
-listening to bird sounds (recording)

d. developing cognitive ability by
-observing what happens/occurs to and around the bird feeder

e. developing ability to share by
-sharing ingredients
-sharing bird feeders

SUMMARY

Many professionals involved in the education of handicapped children do not become involved in outdoor programming because of a lack of confidence or knowledge in the skills required to organize and lead such programs.

Additionally, there are those who reject the use of outdoor education because of the attitude that such programs are expensive frills. Outdoor leaders have and will continue to address these issues making outdoor experiences a reality with the handicapped.

Note: Much of the information used in this article was drawn from Project TORCH (Training Personnel in Outdoor Education with the Handicapped); which is an Office of Special Education funded project to Camp Allen, Inc., Bedford, N. H. with contractual agreements with Indiana University's Outdoor Education, Recreation, and Camping Center at Bradford Woods (Department of Recreation and Park Administration) Martinsville, Indiana.

REPORT ON THE HANDICAPPED UNBOUND PROGRAM FOR SEVERELY AND PROFOUNDLY MENTALLY RETARDED ADULTS

ARIZONA TRAINING PROGRAM IN COOLIDGE

MALCOLM GRAY
GRAY-LENKE ASSOCIATES

The Coolidge (ATPC)-Handicapped Unbound summer field project was an outdoor training and recreation program for mentally retarded people. Most of the participants were severely and profoundly mentally retarded adults. The program operated in July and August and consisted of six separate four day outings. Each session was made up of a new group of twelve Coolidge participants.

The primary objectives of the program included: (1) the creation of stimulating and suitable off campus recreational activities (2) the exposure of client to new approaches and different staff and (3) the expansion of the client's experience base through unfamiliar and challenging situations.

Programs of this nature and scope had not been tried at Coolidge before and both the HUB and the Coolidge staff were interested in finding out how well it would work--whether mentally retarded adults (most of whom had been confined to institutions the majority of their lives) would be able to adapt to this type of setting--what problems would be encountered-and whether this group could benefit from such an experience.

The HUB field staff consisted of three women and two men. All had experience as teachers, counselors, or in some other area of traditional human service work. Several had extensive backgrounds working with severely and profoundly mentally retarded persons. Almost all had some knowledge or training in the use of the out-of-doors. This contributed a great deal to the safe functioning of the program.

Each four day session began with an orientation day on the Coolidge campus. The following three days were held at Camp Sue, a recreational facility near Oracle, Arizona. Here participants were introduced to a sequence of recreational activities and living skills intended to help them adapt to the new environment, help them to become self-reliant and to help establish a sense of accomplishment for their efforts. Instrumentally, the activities introduced during the three day course were intended as prerequisite skills of undertaking an overnight hike and camp out at the end of the session.

This report is a summary of the field component of the program and is based on interview data collected from both HUB and Coolidge staff, the evaluator's field activities and material from a short open ended questionnaire administered to the field staff.

To indicate a sense of what the experience was like, following is a brief section from the evaluator's field notes describing a portion of the Camp Sue experience.

Revised Field Notes
August 22, 1979
(Camp Sue, Arizona)

While having worked with outdoor programs for a number of years, I find myself with considerable apprehension as I drive up to the cabin. What are these people like? Deni has said that they were severely and profoundly mentally retarded? It is difficult to know what to expect.

I get out of the car. People are standing around, milling about, waiting--some patiently, others not so. Some people have their packs on. Others don't. There is an energy, a sense of anticipation coming from the group. People swarm around me in greeting, shaking hands, jabbering. I check in with the director, meet the staff, some more of the participants. Get my own gear and join the others. Their excitement is catching. I find myself beginning to relax. As I look around me, I begin to feel some of my earlier stereotypes dissolving.

The director comes through, checking equipment, finding out if people are ready for the hike, "...has everyone got your canteen?" Some folks respond, others don't. Some people act as if they haven't seen or heard anything. They stare off into space. Some rock back and forth-others seem to chatter in an undirected fashion. Self-stimulation it is called--people simply intent on making contact with themselves.

Equipment checked, noses counted, last minute details put out of the way, we are ready to go. It is to be a short overnight hike and camp out. We haven't been walking long before we stop while one of the staff gives us a briefing on snakes, dangers on the trail, staying together, and helping one another.

Properly warned and rehearsed, we start out again.

The trail begins to descend sharply in front of us. The footing becomes more tenuous. Some of the participants have considerable difficulty. The group begins to bunch up around the staff who are helping and encouraging others. I begin to wonder about how many of these people might also be physically impaired. It turns out that most simply don't have the experience or their bodies aren't exercised enough to do simple tasks such as walking over rough ground. The concepts of "experience deprivation" and "steps toward normalization" begin to take on much greater meaning to me than before.

Participants like Patti are frightened but alternately exhilarated by the challenge of sliding down ruts or trying to balance over a particularly rough spot along the trail. Patti takes my hand. She uses it for stability, for reassurance. By the time we reach the bottom of the trail, she has little need of my help. She has learned to do it for herself. Most of the fear has turned to exhilaration, "Look at me -- I can do it."

A small number of people show almost no response to anything, merely trudging along. Others are more openly responsive-people like Frank are having a great time. Frank's face is lighted like a beacon. He is strapped in his wheelchair to keep him from falling out as he is rolled and alternately carried by the staff. He laughs and banters most of the way down.

I marvel at his lack of discomfort and anxiety. Larry is like that too--not in a wheelchair but just gleeful, unafraid, fully involved in the activity. I notice that some of the campers, not just the staff, are helping one another down the trail. It becomes clearer to me how I am going to evaluate what I see--given that so many campers are minimally verbal. The answers are written on their faces--in their postures--the ways they move their bodies. I can already see changes from the beginning of the hike.

We reach the bottom of the hill, in good shape. There have been no serious problems, falls or encounters. People are just tired and thirsty. We pick a spot under some trees and sit down for lunch. Only two hours have elasped since my arrival.

As they have on the trail, the staff become quickly engaged-moving through the group, addressing people, finding out their needs, being reassuring, getting people settled, helping take care of personal items like toileting. The staff seem effective. Their responses are positive, warm, and engaging. Their voices are soothing and gentle, and there is a great deal of touching and physical contact.

The staff and some of the participants hand out sandwiches and pop, etc. It's break time. Some people take naps. Others rest. A number of medications are dispersed. There is a trained Emergency Medical Technician along with us. All during this time the staff is carrying on a conversation among themselves and with some of us about the trip down the hill. What had it been like? How had people responded? It becomes a way of reinforcing and savoring the experience. Praise is an important tool. There is a sense of self satisfaction, of accomplishment and of success. Some people seem really pleased with themselves.

We camp at a quiet clear stream that feeds into a nearby pond--presently to be a swimming hole. Cooking, camping, and sleeping gear have been transferred to the location by four wheel drive vehicle. Most campers are carrying only personal items and water. Most have never carried anything before.

The afternoon is spent getting people into the water, into playing. Staff go in first--the lead sheep through the gate. Their play becomes a game, a way of enticing, getting the other campers into the water. It works. Some campers are content just getting their toes wet.

The staff doesn't push--just encourages. Larry gets in and sits down. He will remain there for the better part of the afternoon--but not passively. He is a water sprite--splashing, laughing, and ducking. I wonder whether this is a new experience for him. There is no way to know. We think that we might have to drain the pond to get him out.

The crowning achievement from the staff's perspective is the annointing of Frank who is carried from his wheelchair into the water--with his consent of course. He comes up grinning from ear to ear asking for more.

For some people like James and Pilar, there is less outward enthusiasm for the activity. It seems more like problem solving from them. Getting up the courage to get into the water and to wade

to a small rock in the middle of the pond and to sit on it is the task. It takes them the better part of the afternoon. James is ecstatic--"Look at me...look at me". There is an enormous sense of pride coming from him.

As the evening approaches, chores become the focus of activity. Wood gathering activities are organized. Tarps and bed rolls are set up. There are food preparations to handle. Again the staff is successful at involving almost everyone in some aspect of setting camp. After dinner, we sing songs, toast marshmellows, and begin the process of toileting, changing clothes and the other tasks associated with getting ready for a long night. Sleep comes quickly and quietly for the campers. It has been a busy day for everyone. Tomorrow will be the reverse of today's activities. Another full day of getting people organized, dressed, fed and back up the hill and home to Coolidge. More accurately, helping the campers get themselves together, back up the hill and home to Coolidge. Guided independence is the keynote of the experience.

Sitting around the campfire that night, the staff goes over the day's activities. They are pleased and are feeling good about the day. It has been one of the more successful. In comparison, this group has turned out to be one of the higher functioning groups. It hadn't seemed that way at first. What this means is that there is less time spent on maintenance and more time working with and challenging the participants. It is pointed out that there are always one or two campers who serve as the group's lowest common denominator in terms of limitations to the activities that can be undertaken. This hasn't been the case with this particular group. Morale is very high.

From a summative evaluation perspective, the program was successful. Both HUB and Coolidge staff agreed that it had been stimulating and that off-campus programs of this nature could be beneficial and were desirable. The exposure to new activities and staff turned out to be a positive experience for both client and institutional staff. The transition to the out-of-doors was less difficult than might have been expected. Most participants responded favorably. Daily program activities tended to support and reinforce one another and were designed with clear and measurable outcomes in mind. Out-of-doors camping and hiking activities were shown to be possible for mentally retarded populations. Both staffs felt that the activities were well matched to the level of retardation and disability represented by the Coolidge population. In fact, estimates of the inappropriateness of the program for Coolidge participants ran as low as three or four per cent. As an example, one staff member reflected that "There is not a single wheelchair client that I wouldn't take again."

Much of the success for this type of program rests with the staff. It takes highly trained professionals to work effectively and safely in the out-of-doors with severely and profoundly mentally retarded people. The HUB staff seemed exceptionally skilled in the areas of organization, behavior management, and safety. They were able to give positive, affective responses, clear cues and directions and to maintain

a caring and sensitive posture.

Another factor that is critical to the success of these types of programs is the staff-client ratio. This is perhaps the single most important factor. The HUB-Coolidge program was able to maintain a staff-client ratio of close to 1:2. This is ideal. In addition to the HUB staff each field session was accompanied by a Coolidge line staff who served as both an observer and an additional field staff member. This contributed to the high staff-client ratio. Often the line staff were able to shed additional light on the behavior of particular individuals.

Interviews with the institutional staff at the completion of the project indicated that many of the Coolidge staff who had participated had gained some fresh working perspectives as part of their participation. They were also uniformly impressed by the caring and sensitive working posture that the HUB staff was able to maintain. Referring to this, one supervisor noted, "You expected so much more and you got so much more. Your positive approach is one of the stronger parts of the program." Some concern was also expressed over the potential burn out factor which might come from working so closely and intensely with populations of this sort. There was clearly a positive exchange between the two staffs.

Ascertaining the actual impact of the program on the participants is a difficult task. With severely and profoundly mentally retarded people, learning, experiencing new things, skill attainment is difficult. Most changes require a great deal of time. There is the additional problem of the loss of some skills that might be acquired on trips of this sort when they are not systematically reinforced in the home institution.

The field staff felt that a number of skills had been introduced: learning to deal with the environment, being aware of snakes and other dangerous situations, walking on rough ground, carrying weight. There were skills that are associated with self care: meal preparation, cooking, building camp fires, being responsible for belongings and so on. Considerable emphasis had been placed on partering-on being responsible for one another. Other areas that were introduced included increased sensory awareness, new textures, sounds, smells, sense of balance, learning about the various ways a human body can respond.

How many of these were acquired and transferred remains to be seen. But the questions of expanding the experience base and of offering the option of new alternatives seems to have been well addressed.

There were other possible benefits to the participants. One of the most important concerns of the field staff was the fostering of independence. They insisted on it. As one staff member put it:

> "Everyone wanted to hang on. We demanded independence. We encouraged them to experience independence in some fashion. When they didn't, our role was to show, to demonstrate, and of course to help if they couldn't do it alone. We made some real demands on them."

How successful were their efforts? The staff felt that they had been very successful. There were some notable examples. Dee was one. According to one of the line supervisors, "Dee came back from the trip all smiles. I have never seen her smile so much. She is still smiling". James and Patti's sense of accomplishment, their joy at having completed a difficult task, of getting the reward, is another good example. There is the case of Yogi who for weeks following the Camp Sue experience continued to ask if he could go back to Camp Sue. There was also Maggie who was able to make a significant change in her toileting behavior during her Camp Sue stay. There are others as well. Still the question of transfer and what it might mean to the participant remains. More research needs to be conducted in this area.

Both line and field staff felt that without reinforcement, even minor gains in attitude or behavior change, would be lost. Yet most participating staff felt that the program had been important, had had a positive effect on the participants, and that programs of this sort should be continued and offered more frequently. One very seminal suggestion was that "Camp Sue" experiences might be useful stepping stones--transitions from the institution to other programs with a more direct aim toward "normalization." The field staff in particular were enthusiastic about the possibilities of the "Camp Sue" type experience. Several felt very strongly that more time and exposure was needed to be really effective. As one staff member put it, "It's ironic, the campers are just getting adjusted to being here and it's time to go back". The amount of release time from the institution might, in fact, play an important role. This issue needs to be looked at further.

How could the program have been improved? Certainly more could have been made out of the lessons about being aware of surroundings--of the things around them--what to look for. More work can be done in the acquisition of prerequisite skills.

Depending on what outcomes are sought, there are many ways to redirect the program. Before it is attempted again a systematic look at the lessons gained from this first experience need to be assessed with more specific goals and objectives in mind.

Listening to the positive response from participating staff there is little question of the value of the project. In response to the question, how do you know the program is a valuable one comes the following answer:

> "... Because I saw so much enthusiasm sparked. Eyes were opened. Interests were kindled. They came and did benefit and in a short time. They became independent in walking...not grabbing on so tight. They talked and responded more confidently. 'I can do it! I'm okay, I can make it!'"

There is even less doubt of the value of the project from the participants perspective. There is no comparison with the typical day room scene in a large institution where people are standing about unanimated, self-distracted, uninterested, the television blaring in the background and the laughing, splashing, enlivened group in the water at Camp Sue.

EVALUATION OF THE 1980 INSTITUTE ON INNOVATIONS IN CAMPING AND OUTDOOR EDUCATION WITH PERSONS WHO ARE DISABLED

BETH GOEN, DEBBIE REISH, RITA ROUGH,
MONICA WOZNIAK AND BERNARD SCHRADER
INDIANA UNIVERSITY

INTRODUCTION

The 1980 "Institute on Innovations in Camping and Outdoor Education With Persons Who Are Disabled, was held at Bradford Woods, Indiana University's Outdoor Education, Recreation and Camping Center, in Martinsville, Indiana on May 11-13, 1980. The Institute, the first of its kind to be held at Bradford Woods, was sponsored by Bradford Woods, Indiana University, in cooperation with Project TORCH, Project DOCTR and the American Camping Association. In addition, the Institute was officially endorsed by the National Therapeutic Recreation Society, a branch of the National Recreation and Park Association. Participants received 2 continuing education credits from Indiana University and were presented with a certificate of participation at the completion of the Institute.

THE EVALUATION PROCESS

Two types of evaluations were used to gather information at the Institute. The first type being an evaluation of the individual educational sessions, and the second of the overall Institute. The evaluations for the individual educational sessions were distributed to each person entering a session and were collected at the end of the session. The overall evaluation of the Institute was distributed before the last session on Tuesday, May 13, and were collected at the end of the Institute when participants received their certificates of participation.

PURPOSE OF THE EVALUATION

The purpose of the evaluation of the 1980 Institute on Innovations in Camping With Persons Who Are Disabled was fourfold. First it was to be used by those individuals who were involved in planning the Institute as a measuring device of its success or failure; secondly, it was to be used to aid those individuals who plan future institutes; thirdly it was used to provide feedback to session leaders as to the relevency of the session to the participants professional use of the ideas and objectives presented in the individual sessions; fourth it was used to determine participant perceptions of and satisfaction with the Institute as a professional program of activities which afforded both educational and affiliative opportunities. The evaluation was formative in nature, providing judgements of merit or worth that were geared towards the improvement of the Institute. Thus, the focus of the evaluation became the conference dynamics and processes, the setting and context.

DEMOGRAPHIC DATA

Through the evaluation it was found that 69.28% of the participants were females and the average age of all participants was 30.6 years of age. The largest percentage of particpants were educators (25.68%) followed by students (17.49%), administrators (16.94%), and therapists (16.68%). Eighty-one percent (81%) of the participants had been employed from one to four years in their current position with 47.01% of the participants having a bachelors degree, 29.1% a masters degree, and 6.72% a doctorate degree. The most common areas of interest were mentally retarded (26.52%), orthopedically handicapped (17.05%), mentally ill/emotional problems (12.5%) and non-handicapped (11.74%). Ninety-six percent (96%) or 127 of the 131 participants completed the final Institute evaluation.

RESULTS

ACCOMODATIONS

The results show that the facilities at Bradford Woods were satisfactory, yet a few would have enjoyed a choice between camping and lodging. Ninety-five per cent (95%) of the participants agreed that the meals were satisfactory.

SOCIAL ACTIVITIES

A majority of the participants attended the square dance, instead of the films that were shown. Many commented though that they wished to attend both, and in the future hoped this type of a conflict wouldn't happen.

AUDIO-VISUAL/RESOURCE ROOM

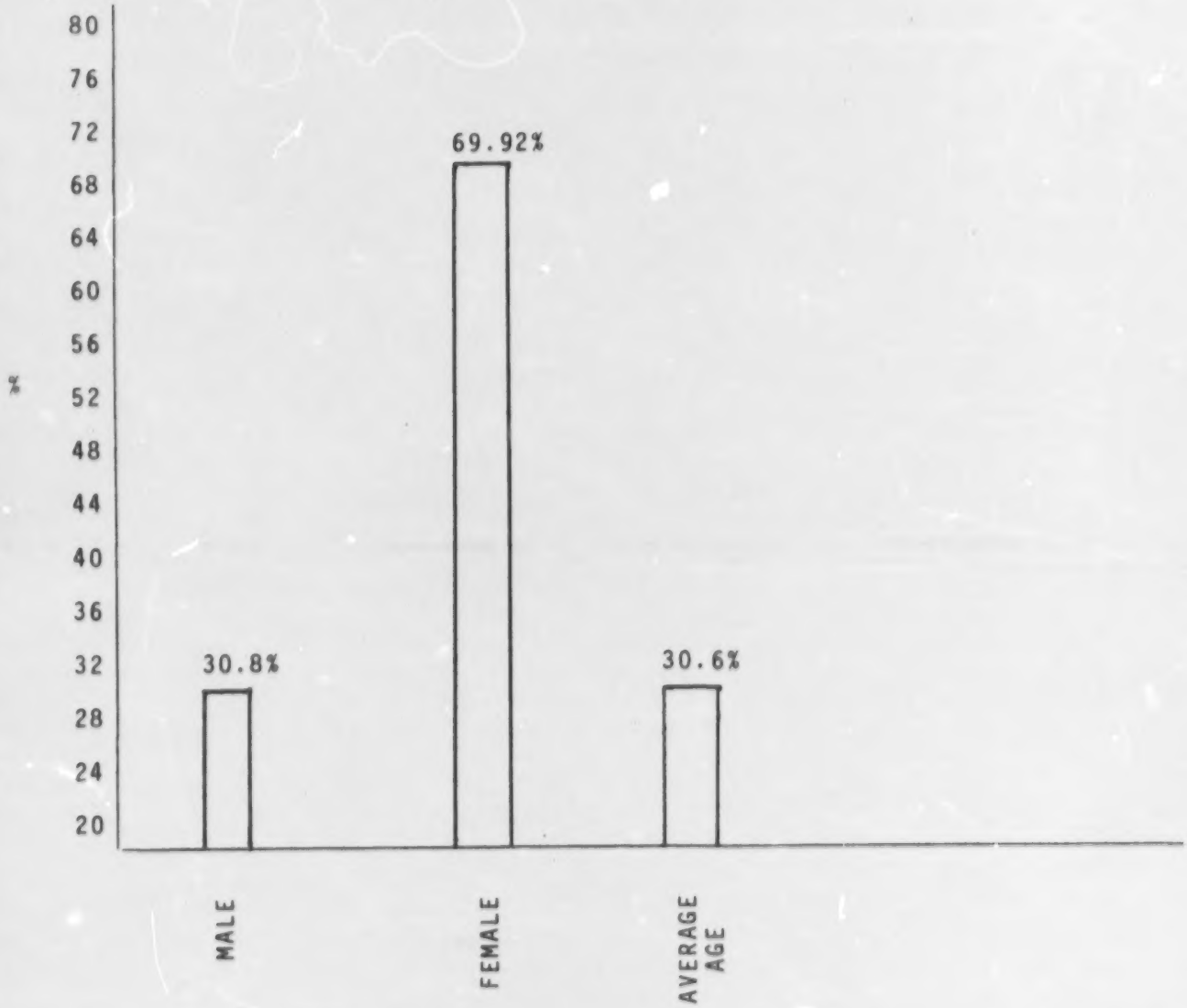
Approximately 64% of the participants in the Institute attended the audio-visual showings. On the second night 15% of the participants attended, maybe due to the social gathering. Generally, the evaluations indicated that the films were appropriate and informative and there seems to be a strong desire to see this continued.

The resource room was attended by 67% of the participants. Many felt the resource room useful, yet found the hours to be inconvienent to their schedule.

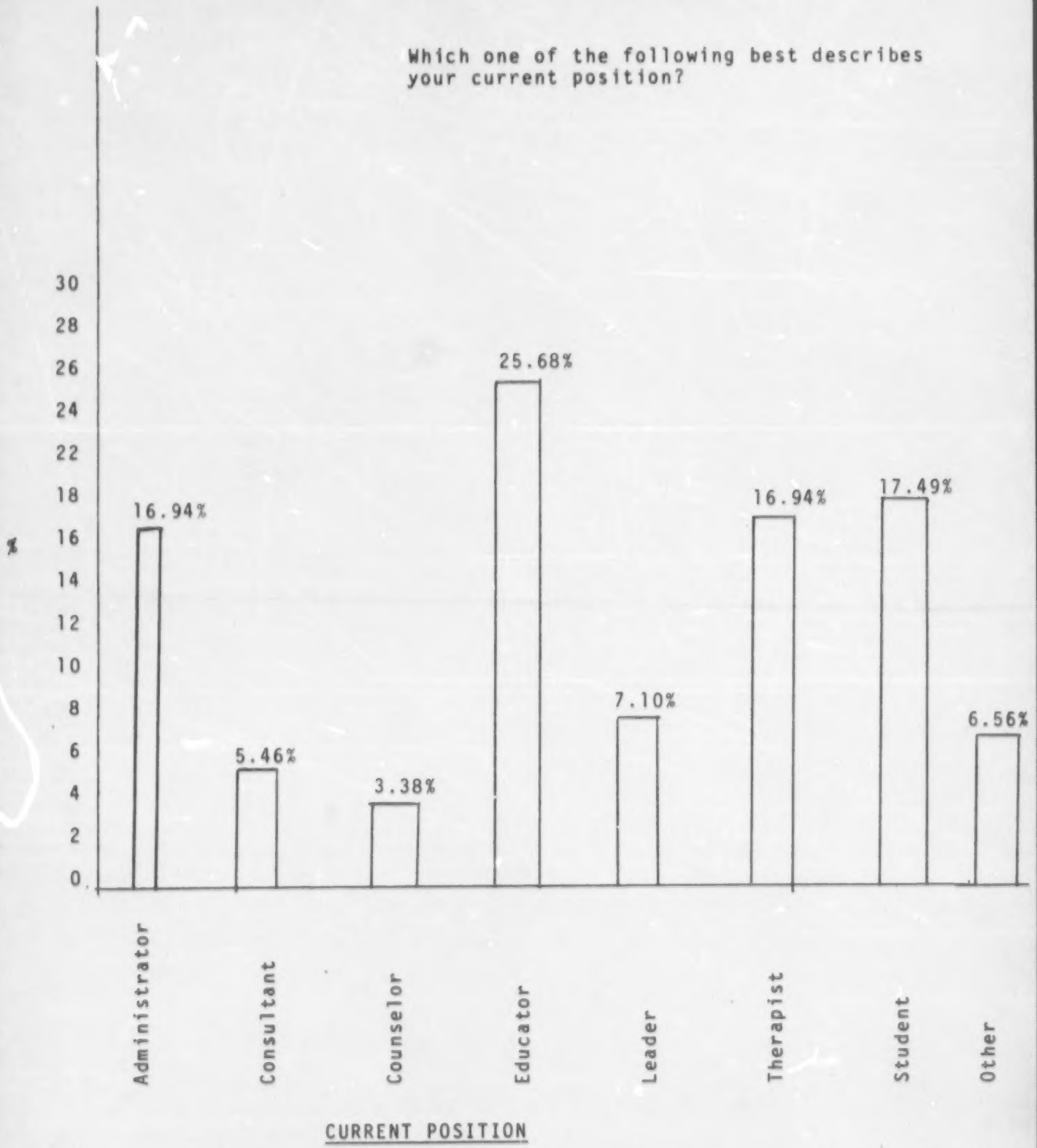
THE FUTURE

Ninety-three per cent (93%) of the participants rated the Institute to have been very successful. Ninety-four per cent (94%) stated that they would be interested in attending a similar institute next year. The participants felt they had accumulated concrete information, yet they would have liked more "hands on" experiences, and new ideas for their own camping programs. Many requested to have the sessions repeated or shortened so they could have attended more. Many participants requested an extra day or two for the Institute. There were also requests for more ideas and suggestions of programs for the mentally retarded and multiply handicapped individuals.

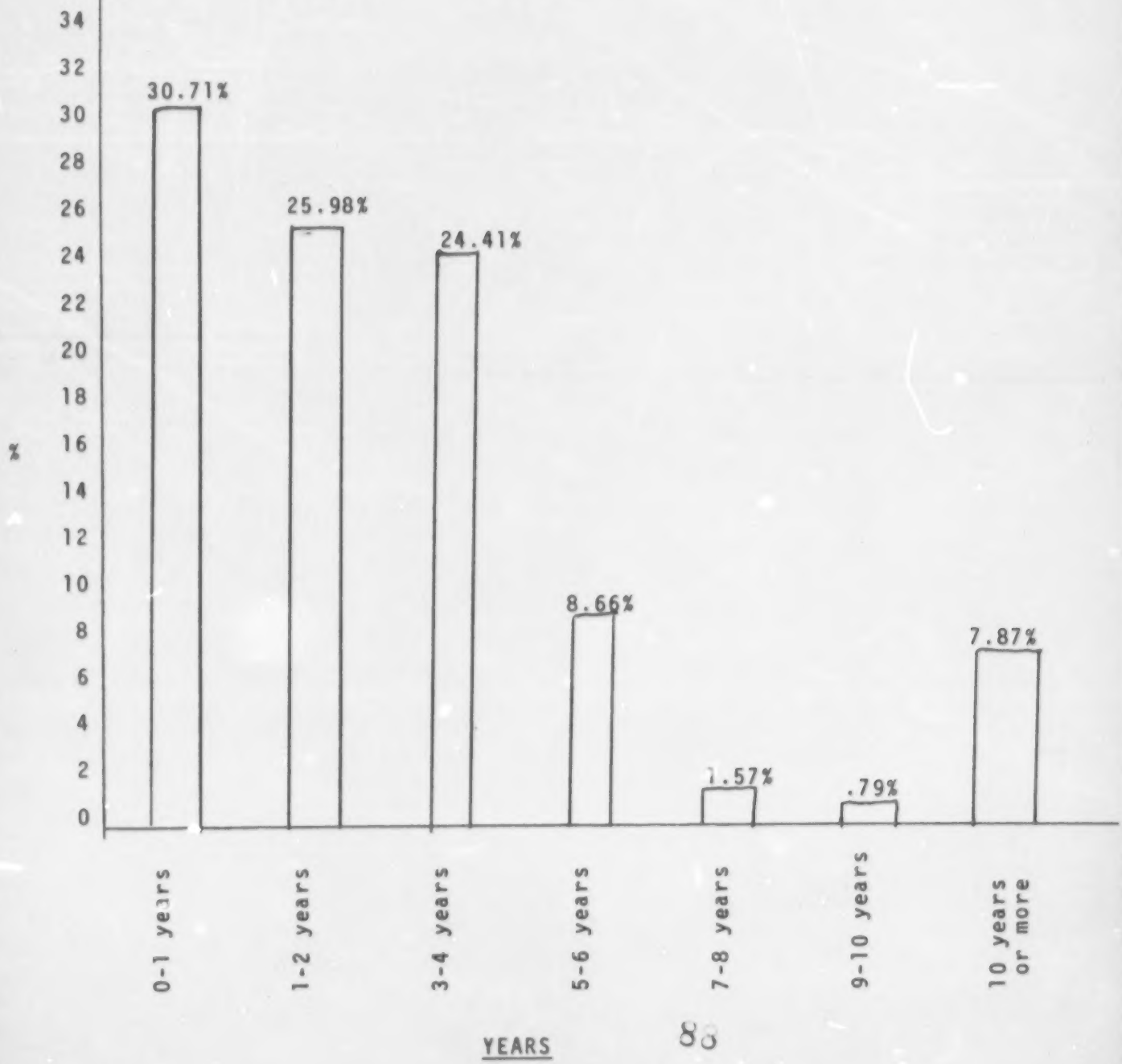
The following charts provide further data analysis of various questions asked on the overall Institute evaluation.



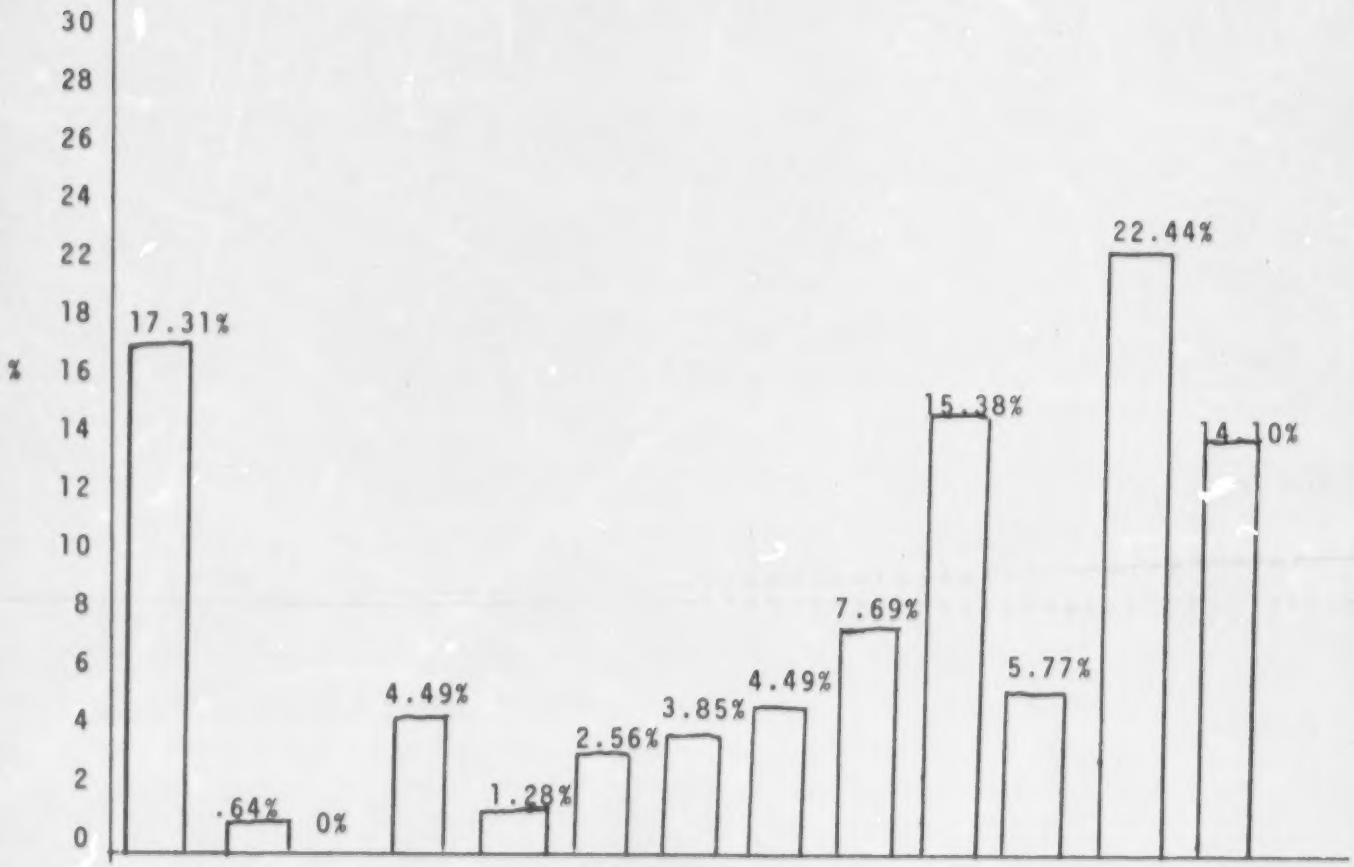
PARTICIPANT CHARACTERISTICS


Which one of the following best describes your current position?
30
28
26
24
22
18
16
14
12
10
8
6
4
2
0
%
16.94%
5.46%
3.38%
25.68%
7.10%
16.94%
17.49%
6.56%
Administrator
Consultant
Counselor
Educator
Leader
Therapist
Student
Other
CURRENT POSITION

How long have you been employed in your current position?

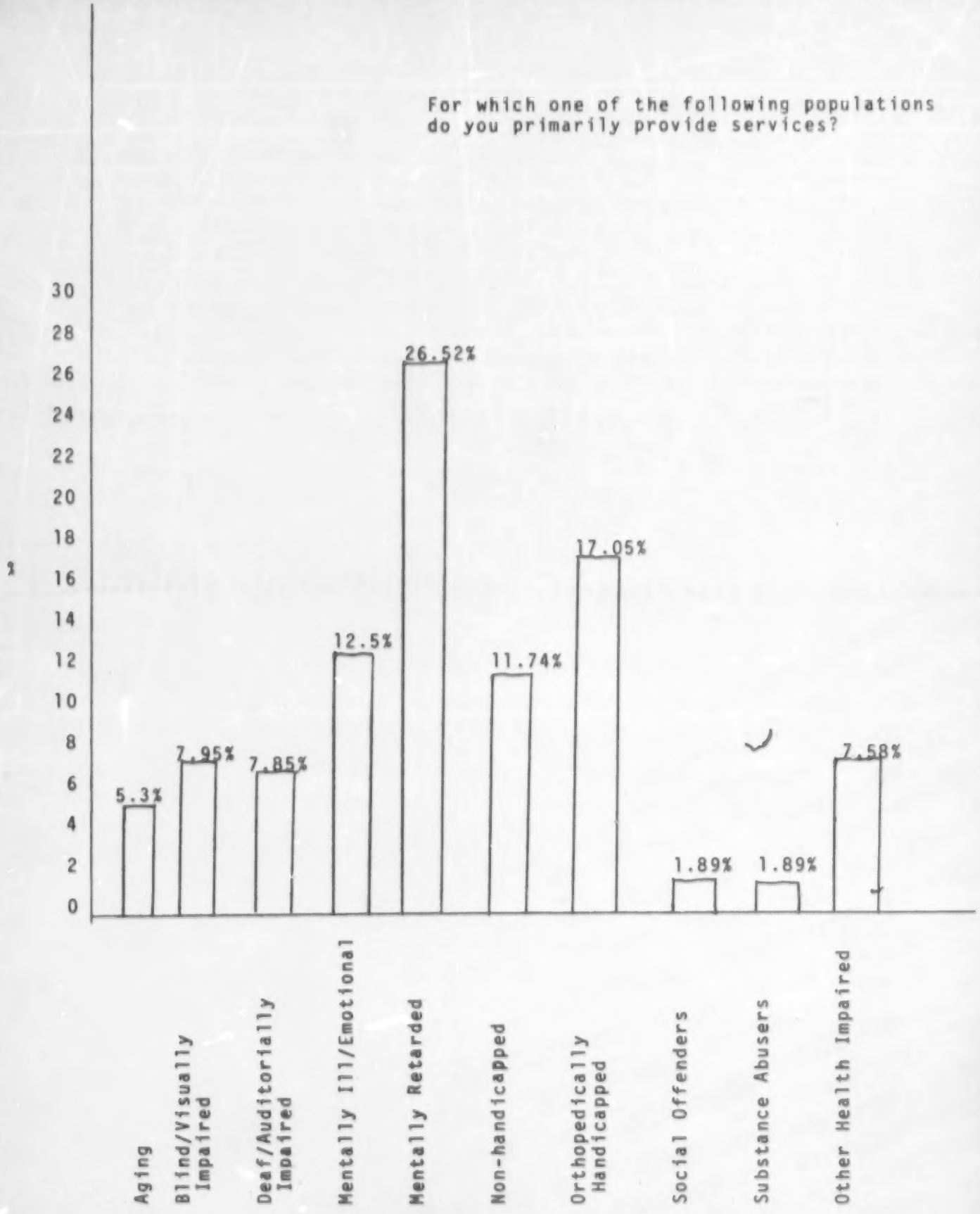


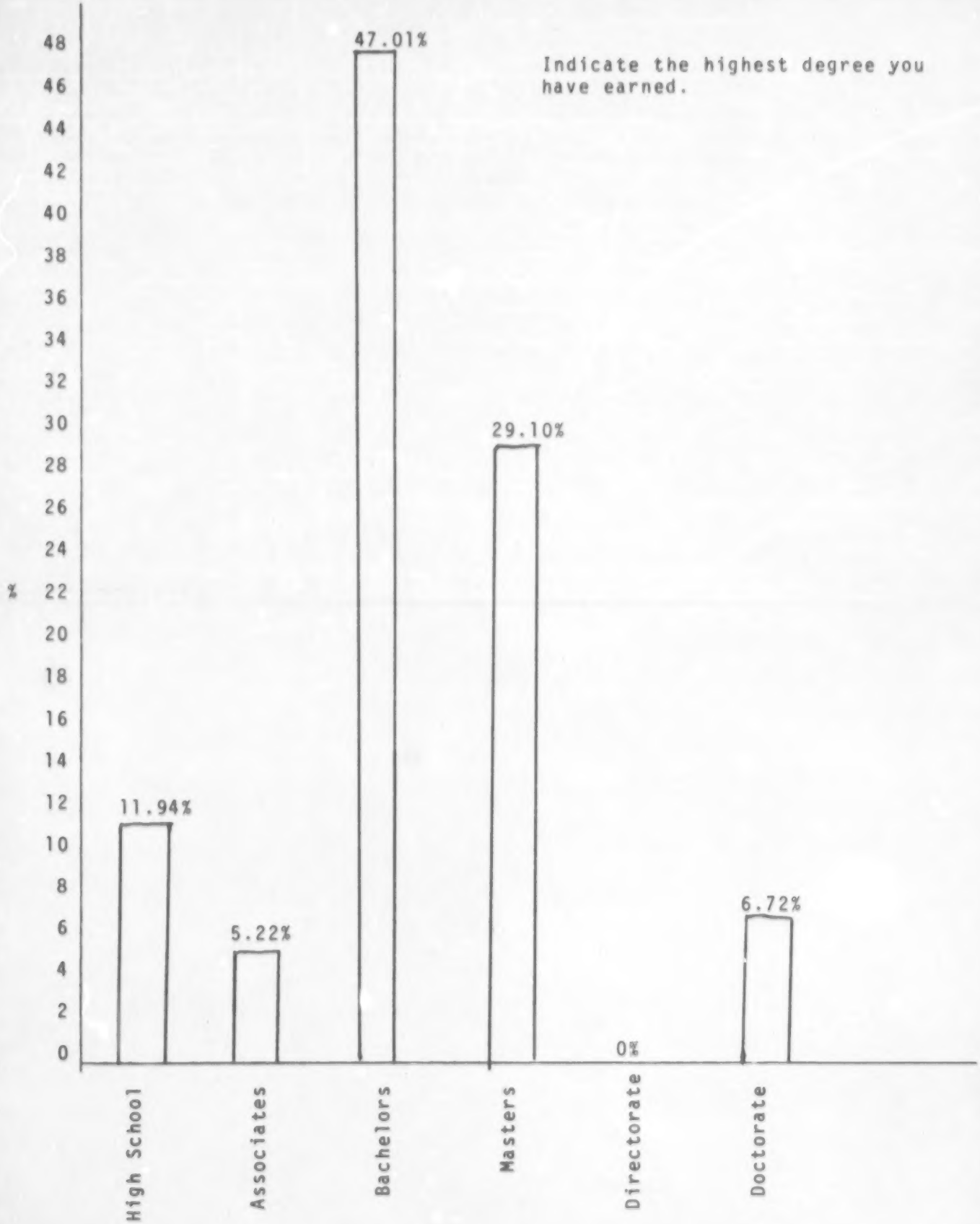
Which one of the following best describes your agency/facility?



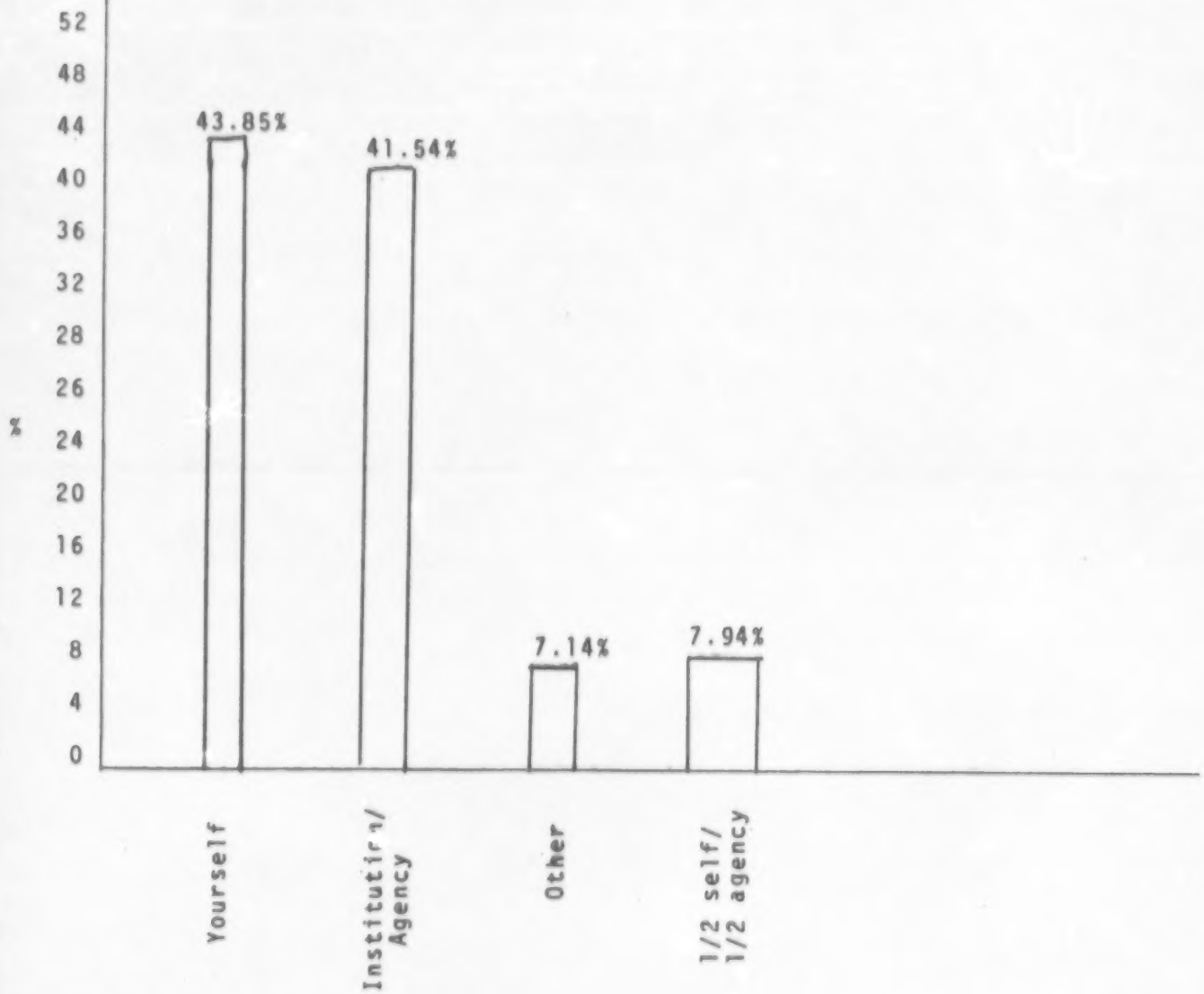
Camp/Outdoor Ed. Center
Correctional
General Medical
Municipal Recreation
Nursing Home/Extended Care
Psychiatric
Rehabilitation
Sheltered Workshop
State Hospital/Institution
School (Primary/Secondary)
Youth Service/Voluntary
College/University
Other

AGENCY/FACILITY

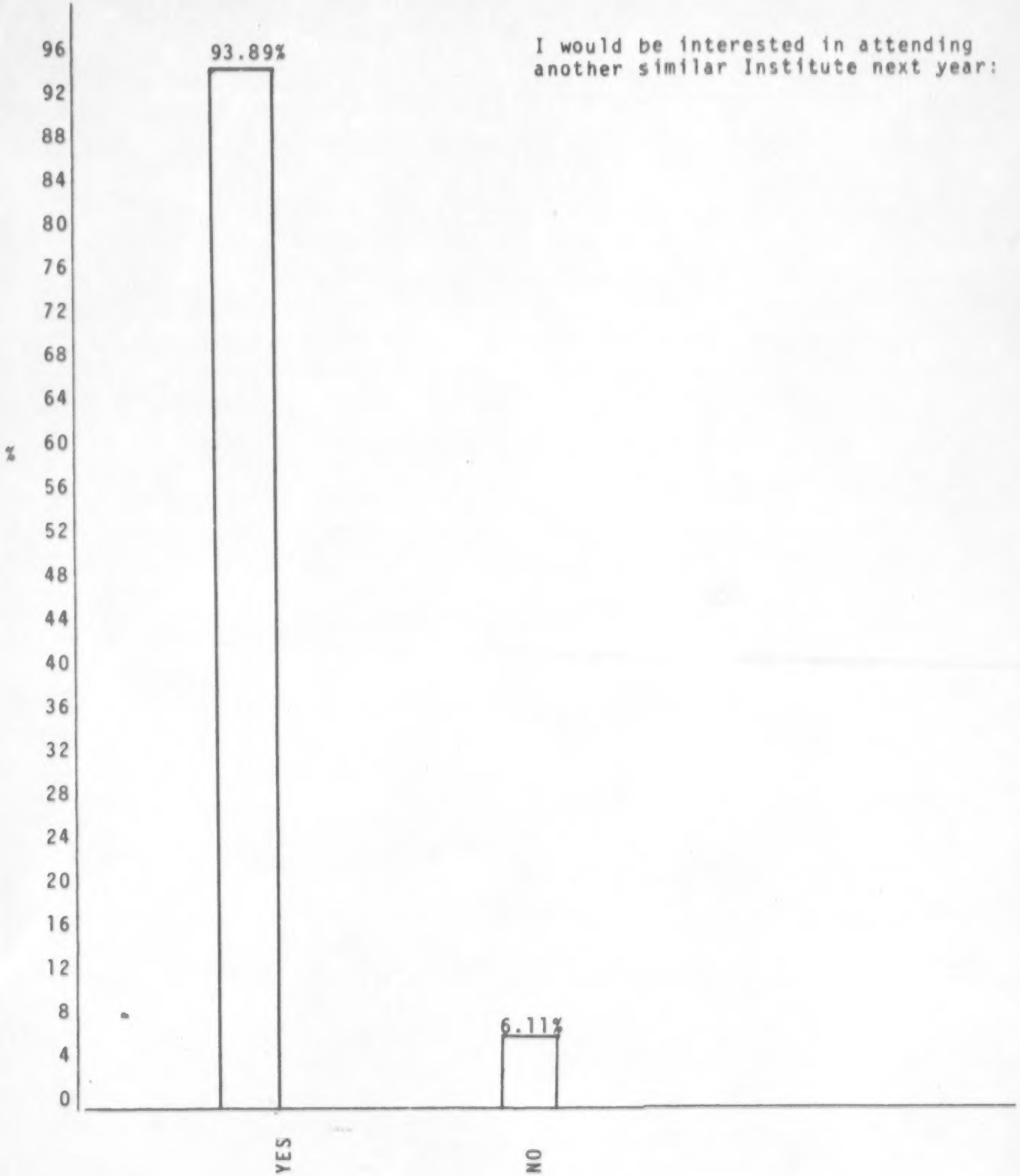

For which one of the following populations do you primarily provide services?
%
30
28
26
24
22
20
18
16
14
12
10
8
6
4
2
0
5.3%
7.95%
7.85%
12.5%
26.52%
11.74%
17.05%
1.89%
1.89%
7.58%
Aging
Blind/Visually Impaired
Deaf/Auditorially Impaired
Mentally Ill/Emotional
Mentally Retarded
Non-handicapped
Orthopedically Handicapped
Social Offenders
Substance Abusers
Other Health Impaired
POPULATION


Indicate the highest degree you have earned.
48
46
44
42
40
38
36
34
32
30
28
26
24
22
20
18
16
14
12
10
8
6
4
2
0
%
47.01%
29.10%
11.94%
6.72%
5.22%
0%
High School
Associates
Bachelors
Masters
Directorate
Doctorate
DEGREE

Who are your expenses for the Institute being paid by?



I would be interested in attending another similar Institute next year:



I would be interested in purchasing a proceedings book: